

T. R.

GAZIANTEP UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES TEACHING
ENGLISH LANGUAGE TEACHING PROGRAM

IRAQI EFL TEACHERS' BELIEFS AND PRACTICES OF
MULTIMEDIA USE IN ELT CLASSES

Master's of Art Thesis

HISHYAR IBRAHIM

Gaziantep
June 2017

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Supervisor: Asst. Prof. Dr. MEHMET BARDAKÇI

Gaziantep

June 2017

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Thesis Title : Iraqi EFL Teachers' Beliefs and Practices of Multimedia Use
in ELT Classes
Thesis Date : June 2017

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RESEARCH ETHICS DECLARATION

The information contained here is, to the best of my knowledge and belief, accurate. I have read the University's current research ethics guidelines, and accept responsibility for the conduct of the procedures set out in the attached application in accordance with these guidelines, the University's policy on conflict of interest and any other condition laid down by the Gaziantep University Research Ethics Committee or its Sub-Committees. I have attempted to identify all the risks related to this research that may arise in conducting this research, and acknowledge my obligations and the rights of the participants.

I have declared any affiliation or financial interest in this research or its outcomes or any other circumstances which might present a perceived, potential or actual conflict of interest, in accordance with Gaziantep University policy on Conflicts of Interest.

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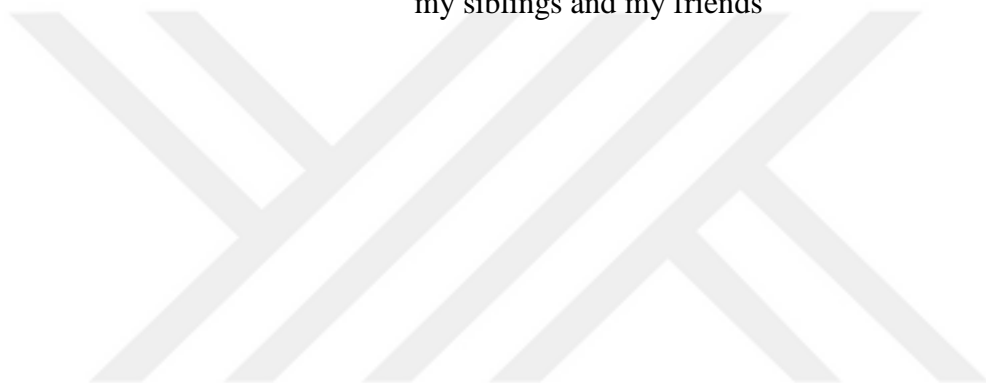
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DEDICATION

To my parents,
my siblings and my friends



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First and foremost, I am highly grateful to God for His blessings that continue to flow into my life. Because of Him, I made this through against all odds.

Secondly, I would like to express my sincere gratitude to my supervisor Asst. Prof. Dr. Mehmet BARDAKÇI. Throughout this entire process, his feedback was invaluable, and his support was endless. I thank him for sharing his knowledge and expertise and for guiding me since the beginning of my study. I also want to thank the jury members and other professors who have helped me in the completion of this research.

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ÖZET

IRAKLI YABANCI DİL ÖĞRETMENLERİNİN TUTUMLARI VE YABANCI DİL SINIFLARINDAKİ MULTİMEDYA UYGULAMALARI

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Tez Danışmanı: Asst. Prof. Dr. Mehmet BARDAKÇI

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Teknoloji hayatımızda önemli ve kaçınılmaz bir yer tutmaktadır, özellikle eğitim alanında, öğretim tekniklerinin geliştirilmesi ve arttırılmasında büyük bir rol oynar. Dil öğreniminde multimedyanın öğrenci başarısı üzerinde büyük bir etkisi vardır. Bu tanımlayıcı çalışma, Iraklı yabancı dil öğretmenlerinin tutumlarını ve multimedya kullanımlarını nicel veri toplama metodu kullanılarak araştırmıştır. Çalışmanın katılımcıları Irak'ın değişik okullarından 39 kadın ve 64 erkek yabancı dil öğretmeninden oluşmakta. Çalışma sonuçları, Iraklı yabancı dil öğretmenlerinin sınıflarına multimedyanın entegrasyonuna yönelik pozitif bir tutum içerisinde olduklarını; ancak, sınıflarında kendilerinin multimedya kullanımlarının düşük seviyede olduğunu ortaya koymuştur. Her iki durumda ise sonuçlar erkek ve kadın öğretmenler arasında çok küçük farklılıklar tespit edilmiştir. Çalışmanın sonuçlara göre, erkek öğretmenlerle karşılaştırıldığında kadın öğretmenler multimedya kullanımında daha pozitif bir tutum içerisindeyken; multimedyanın kendi sınıflarında kullanımında daha az aktif oldukları tespit edilmiştir.

Anahtar Kelimeler: Multimedya Teknolojisi, Bilgi ve iletişim teknolojisi, Yabancı Dil Olarak İngilizce, Öğretmen İnançları, Öğretmen uygulamaları.

ABSTRACT

IRAQI EFL TEACHERS' BELIEFS AND PRACTICES OF MULTIMEDIA IN ELT CLASSES

Ibrahim, Hishyar

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Technology has become an important and inevitable part of our lives nowadays, especially in the field of education; it has a big role in improving ways of teaching and enhancing teaching techniques in many ways. In language teaching, multimedia has a great impact on students' achievement. This descriptive study investigated Iraqi EFL teachers' beliefs and teachers' practice of multimedia by using quantitative data collection methodology. The participants of the study consisted of 39 females and 64 male EFL teachers from various schools of Iraq. The results of the study showed that while Iraqi EFL teachers had a positive attitude towards the integration of multimedia in their classes, they had a low level of their practice of multimedia in their own classes. However, the results in both cases showed a little difference in both male and female teachers. According to the results of the study, female teachers were more positive about using multimedia and more active in their integration of multimedia in their classes when compared to male teachers.

Keywords: Multimedia Technology, Information and Communication Technology, Teachers' Beliefs, English as a foreign language, Teachers' Practices.

TABLE OF CONTENTS

APPROVAL OF THE JURY	i
RESEARCH ETHICS DECLARATION	ii
DEDICATION.....	ii
ACKNOWLEDGEMENTS.....	iii
ÖZET	iv
ABSTRACT.....	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES	ix
LIST OF APPENDICES.....	x
LIST OF ABBREVIATIONS.....	xi
Chapter I	
INTRODUCTION	
1.1. Presentation	1
1.2. Background to the study	1
1.3. Statement of the problem.....	2
1.4. Purpose of the study.....	4
1.5. Research question	5
1.6. Significance of the study.....	5
1.7. Assumptions	6
1.8. Limitations of the study	6
Chapter II	
LITERATURE REVIEW	
2.1. Presentation	7
2.2. A brief history of multimedia	7
2.3. Definition of multimedia.....	9
2.4. Types of multimedia	10
2.4.1. Text	10
2.4.2. Graphics	10
2.4.3. Animation.....	10
2.4.4. Sound	11
2.4.5. Video	11
2.5. Role of multimedia in education.....	11
2.6. Multimedia in ELT teaching.....	14

2.7. Theory of action	19
2.8. Teachers' beliefs and practice of multimedia	20

Chapter III METHODOLOGY

3.1. Presentation	26
3.2. Research design.....	26
3.3. Research population and sampling	27
3.4. Data collection instruments.....	27
3.4.1. Information and communication technology usage questionnaire.....	28
3.4.2. Teachers' attitudes towards ICT questionnaire.....	28
3.5. Data collection procedures.....	28
3.5.1. Piloting procedure	28
3.5.2. Data collection.....	29
3.5.3. Data analysis	29

Chapter IV RESULTS

4.1. Presentation	31
4.2. Descriptive data analysis.....	31
4.3. Findings of the research question one.....	31
4.4. Findings of the research question two	33
4.5. Findings of the research question three.....	35
4.6. Findings of the research question four.....	38
4.7. Findings of the research question five	40

Chapter V DISCUSSION

5.1. Presentation	44
5.2. Discussion for research question one #1- What are Iraqi EFL teachers' beliefs and attitudes about the use of multimedia in ELT classes?.....	44
5.3. Discussion for research question two #2- What are Iraqi EFL teachers' actual practice of using multimedia in their own classes?	45
5.4. Discussion for research question three #3- What are Iraqi EFL teachers' perceptions about their own use of multimedia?.....	46
5.5. Discussion for research question four #4- Are there any differences in Iraqi EFL teachers' beliefs about multimedia use and their actual practice?.....	46
5.6. Discussion for research question five #5- Are there any differences in Iraqi EFL teachers' beliefs, attitudes, and practices in terms of gender and years of experience?.	47

Chapter VI
CONCLUSION

6.1. Presentation	51
6.2. Summary of the research.....	51
6.3. Conclusion	53
6.4. Implications of the study.....	54
6.5. Recommendations for future study.....	54
REFERENCES	56
APPENDICES	67
Appendix I. Questionnaire.....	67
VITAE	72



LIST OF TABLES

Table 1. Descriptive Statistics for the Most Frequent Items for Teachers' Beliefs about Multimedia Questionnaire.	32
Table 2. Descriptive Statistics for the Least Frequently Employed Items from Teachers' Beliefs about Multimedia Questionnaire.	33
Table 3. Frequency Statistics for Teachers' Actual Practice of Multimedia in Their Own Classes	34
Table 4. Frequency Statistics for Teachers' Perceptions about Their Own Use of Multimedia.....	35
Table 5. Frequency Statistics for Teachers' Beliefs and Attitudes about Multimedia Use in Their Own Classes	38
Table 6. Independent Samples T-test for Male and Female Teachers' Beliefs About Multimedia use	40
Table 7. Independents Samples T-test for Male and Female Teachers' Practice of Multimedia.....	41
Table 8. One-Way ANOVA for Teachers' Beliefs of Multimedia use in terms of Years of Experience	42
Table 9. One-Way ANOVA for Teachers' Practice of Multimedia use in terms of Years of Experience	43

LIST OF APPENDICES

Appendix I. Questionnaire	67
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LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

ELT: English Language Teaching

CALL: Computer Assisted Language Learning

L2: Second Language

SPSS: Statistical Package for Social Sciences

ESL: English as Second Language

ICT: Information and Communication Technology

PLATO: Programmed Logic for Automatic Teaching Operations



CHAPTER I

INTRODUCTION

1.1. Presentation

This chapter presents background information on the study and elaborates the underlying problem of the present study. It also discusses the research aims as well as the significance of the study and defines key terms and acronyms used in this paper.

1.2. Background to the study

Learning a foreign language could be boring and demand a lot of time and effort in order to learn and be able to speak in the foreign language, but, nowadays, with the help of technology and multimedia tools, learning a language has become more interesting and could take obviously less time than traditional ways. Multimedia integration in education has become a very important procedure of educational system, especially in teaching languages. Using multimedia helps students master language skills through watching movies or videos in the target language, writing an essay with the help of internet or Wikipedia could be more helpful and take less time to complete, learning vocabularies could be more interesting when the words are explained in illustrations and on interactive colorful screens. In general, multimedia integration in education has a significant role in improving teaching techniques and easing the process of teaching and learning.

“The use of technology in teaching becomes more important in present times, because teachers also have to be able to keep up with the technological knowledge of their students” (Richards, 2014, p. 2). There are a lot of reasons to integrate multimedia in language teaching classes, to point out one of these reasons, Lam (2000) claims that

foreign language teachers use multimedia in their classes because it provides students with a fun way of teaching and makes students enthusiastic. However, he also points out that teachers don't use it not because of their lack of knowledge in the subject material but their lack of knowledge in the technology area. Thus, multimedia tools are counted as necessary tools in language teaching, for example, one of the most used and beneficial tools of multimedia is PowerPoint. Alkash and Al-Dersi (2013) explains its benefits as "it can present colorful texts, photographs, illustrations, drawings, tables, graphs, movies, and transition from one to another through a slide Show" (p. 14). To help students and facilitate their engagement in teaching, interactive whiteboards are suggested in foreign language teaching (Schmid & Whyte, 2014).

As Zhu and Wang (2006) claimed that, EFL teachers' roles have changed with the improvements technology has attained and the vast use of technology in classrooms. Therefore, this makes teachers' knowledge and use of multimedia a must have for all teachers who teach a foreign language (Chiang, 2003), this can be the same for both teacher educators (Moradkhani, Akbari, Samar, & Kiany, 2013) and pedagogical knowledge of in-service teachers (Chiang, 2003). It is also recommended as one of the EFL teachers practice assessment criteria (Canh, 2014). As claimed by Kourieos and Evripidou (2013) one of the effective EFL teachers' characteristics is their handiness in using multimedia in their classes. Besides, the requirements and aims of professional development are to check and help EFL teachers make sense of multimedia integration in language teaching to control its influence on teaching (Barzaq, 2007).

1.3. Statement of the problem

Multimedia or ICT has a great role in teaching and learning English language, it has been proved by researchers that multimedia use in ELT classes motivates learners to attain a vast vocabulary in a shorter time than traditional methods can offer, as in Bahous, Bacha, and Nabhani (2011) study when they investigated the effect of multimedia use on students by interviewing students and spreading surveys on teachers. they found that students who were not motivated in learning English were because of the use of traditional language skills, such as writing and reading aloud, this gives evidence that multimedia integration motivates learners. It's also proved that

learners can get a better background of the subject material when explained with a multimedia tool. As Gray (2004) stated that learners, with the use of multimedia, are less stressed and multimedia gives them a clearer background of the material. Briefly, the use of multimedia helps students learn a language faster than traditional methods.

Looking at the literature review and researchers' suggestions of using multimedia, we can tell that multimedia is a great technique to be integrated into teaching and learning, but there must always be some obstacles and problems that will reduce the use of multimedia and cause the teachers to avoid using multimedia tools. Watson (2010) accentuates this issue as:

Teachers may face a conflict of teaching and learning styles. Older teachers generally teach face to face and proceed in a logical or step-by-step basis. In contrast, younger students tend to jump around from one idea or thought to another and expect sensory-laden environments as a matter of course. They also want instant results and frequent rewards, whereas many teachers regard learning as slower and serious and consider that students should just keep quiet and listen. (p. 15)

According to the researcher's observations, in Iraq, there are several factors behind the lack of teachers' interest in using multimedia tools in their classes. Otherwise, like any other teachers all over the world, Iraqi teachers want to stick to the techniques which will best serve knowledge to their students and motivate them to be more interested in the process of learning.

Fahad (2012) claim that one of the problems Iraqi EFL teachers facing is their level of experience in using multimedia tools when it comes to using multimedia in their classes. When it comes to making a change or improving teaching system, teachers are the medium and the main target of focus. The teachers should be ready for the change first of everything, the change will not successfully happen if the teacher is not ready for the change to happen. This readiness could be the teachers' experience and skill in the area of multimedia interaction and usage. This means that teachers should first be introduced to the new multimedia integrated system, by being offered in-service training courses about using multimedia tools. This is a problem that makes Iraqi EFL teachers avoid using multimedia tools by being stressed and annoyed with the inability to properly use multimedia tools.

According to Fahad (2012), another problem could be stated by considering the lack of necessary multimedia tools in Iraqi schools. Generally, Iraqi schools are

not provided with all necessary multimedia tools, the only tools available in most of the Iraqi schools could be only the basic and very simple multimedia tools such as cassette audio player and it is just used to listen and repeat the new vocabularies or a new dialogue. This could be a result of the ministry of education's inability to provide schools with all the necessary multimedia tools, because providing multimedia tools for all the schools could cost the government a large amount of money which can be an impossible option to take in the current economic crisis that Iraq is going through.

Teaching system in Iraq has not seen any clear development when compared to other countries. The distribution of class time has kept the same as old times, this can be another problem for the low level of multimedia use in Iraq. because the time provided for the class to take over has a fundamental role in the rate of delivery of information to the students. A multimedia integrated language class needs more time than the traditional class time. The teacher will need more time to operate the multimedia devices, or to let multimedia devices play their role in the classroom, Due to the short time of the class session. A lot of teachers cannot fully integrate multimedia into their classes because of time constraints. In order to fully integrate multimedia tools into teaching, a new class timetable should be organized and the time for multimedia integrated classes such as ELT classes should be extended in order to help teachers use multimedia tools appropriately with no problems encountered.

1.4. Purpose of the study

The present study aims at investigating the Iraqi EFL teachers' beliefs and their level of practice of multimedia use, it tries to find out their attitudes about multimedia use, whether they think of multimedia as a good method to be integrated into teaching or not. It also aims at discovering their perceptions about their own use of multimedia, in order to know their willingness of using multimedia in their classrooms. Besides, it tries to find out their level of multimedia use in their classes, it tries to know if they practice multimedia tools in their classes or not. Finally, it aims to find out if there are any differences in their beliefs and their practice of multimedia use alone, in terms of their gender, and their years of experiences.

1.5. Research question

The following research questions will be addressed by the present research:

1. What are Iraqi EFL teachers' beliefs and attitudes about the use of multimedia in ELT classes?
2. What are Iraqi EFL teachers' actual practices of using multimedia in their own classes?
3. What are Iraqi EFL teachers' perceptions about their own use of multimedia?
4. Are there any differences in Iraqi EFL teachers' beliefs about multimedia use and their actual practice?
5. Are there any differences in Iraqi EFL teachers' beliefs, attitudes, and practices in terms of their gender and years of experience?

1.6. Significance of the study

This research investigates Iraqi EFL teachers' beliefs and attitudes as well as their practice of multimedia use in their classes, this can be significant to English Language teaching system of Iraq. Because, multimedia has become a very powerful medium in Foreign language teaching all over the world. Since this research is investigating teachers' beliefs about multimedia use, there is going to be a clear background of Iraqi EFL teachers' beliefs about multimedia use which can be used to help the ministry of education to decide whether it's necessary to integrate multimedia into the teaching system or not. Shortly, the results of this study will work as a given feedback of the Iraqi EFL teachers' beliefs about multimedia use to the ministry of education.

Furthermore, this study investigates Iraqi EFL teachers' practice of multimedia. This can be significant in a way that there will be clear feedback showing their level of multimedia usage. If the teachers don't have an interactive practice of multimedia, this research can help the head of education or ministry of education in order to focus on multimedia integration and improve the process of multimedia use in teaching.

Generally, this research aims to fill a gap between teachers' lack of multimedia interaction and the head of education, there will be a connection between both teachers and the head of education, by looking at the results of this study, they can point out the factors causing teachers' low level of multimedia use. As it has been explained in the literature review, multimedia use in language learning and teaching has a great role, thus, this research aims to ease the way for both teachers and the head of education to use multimedia tools in their teaching system by pointing out the obstacles and problems and trying to find out solutions to the problems and integrate multimedia into teaching with no problems involved.

1.7. Assumptions

The following assumptions are made regarding the present study:

1. The participants answered the questionnaires' items sincerely.
2. The participants fully understood the items and did not face any ambiguity when answering the items from questionnaires.
3. The respondents were interested in participating in the study; their willingness was the only reason of their participation in the present study.

1.8. Limitations of the study

The population of this study consisted of 103 Iraqi EFL teachers, this number of participants is not enough to make a generalization about the Iraqi EFL teachers' beliefs and practice of multimedia and this can be a clear limitation of the present study. Another limitation of this study is that this study did not try to interview EFL teachers about their main problems when using multimedia tools, but instead questionnaires were used. In order to provide better results for this research, classroom observations had to be carried out, which can also be a limitation of the present study. Furthermore, another limitation of this study is that it did not try to investigate EFL teachers' level of experience and skills about their use of multimedia tools.

CHAPTER II

LITERATURE REVIEW

2.1. Presentation

The aim of this chapter is to provide the previous studies and researches done in the same field of the current study, is to show the researchers insights and reviews of their own studies in order to support the present study. This chapter presents a brief history of multimedia and gives some definitions to multimedia according to previous studies, types of multimedia are explained accruing to researchers. It also presents the role of multimedia in education as well as the role of multimedia in ELT teaching. Finally, it presents teachers beliefs and practice of multimedia.

2.2. A brief history of multimedia

Multimedia integrated into English language teaching through four different stages. The first stage dates back to 1950s, those times when some institutes decided to use movies, broadcasts, tape recorders and phonographs in English linguistic instruction. Since then, all these supplies are supposed to be a new important uprising for foreign language. Later on, video and audio developed in around 1970s and 1980s, these tools intensely developed with the development of technology and electronics. Language laboratories, videocassette players, Slide projectors, electronic taping, and other electronic tools and strategies were involved in this age (Mudge, 1999).

Computer-assisted language learning History (CALL) was divided into three phases according to Warschauer and Healey (1998), the three stages were: behavioristic CALL, integrative CALL, and communicative CALL, behavioristic CALL employed in around 1960s and 1970s, it was built on the behaviorist theory of

learning and featured boring and repetitive language training. Programmed Logic for Automatic Teaching Operations (PLATO), the most famous seminar and lesson system, is a superior hardware containing widespread training, translation tests and grammatical explanations at numerous intervals (Ahmad, Corbett, Rogers, & Susse 1985, p.478).

The second phase, which was known as communicative CALL, was presented in around late 1970s and around the early 1980s, the focus of this phase was on communicative language teaching and aimed to encourage learners in order to create their unique utterance through the technique of expression, development, and discovery in order to employ computers in language teaching and learning (Ahmad et al. 1985).

The computers are observed as a stimulus in this model (Taylor & Perez, 1989) Widespread CALL software developed in this era involved grammar and spelling checkers and word processors. Next, integrative CALL involved the growth of Internet and multimedia computers. Different technologies were employed in this model, technologies that could serve effectively and contain wide-ranging tools to help offer good services for language teaching and learning. Teachers move and run to a more social teaching from a communicative viewpoint of teaching by using integrative CALL model, which emphasizes on the language which is used in a reliable social surrounding. The use of a multimedia-networked computer can help and provide students with an operative and significant mean of language acquisition (Taylor & Perez, 1989).

For instance, learners can have easy and fast contact to the background information, such as vocabulary explanations or grammatical and pronunciation data, while the foreground has the main lesson. Moreover, learners in this model are typically stimulated to involve in their own language progress rather than acquiring in a traditional passive method (Taylor, 1980).

Teaching and learning have always been known as the multimedia initiative; teachers have naturally spoken noticeably and a loud, drawn illustrations and images, and endeavored demonstrations for the advantage of their own students. The thing that has altered has been the developing technology which is available for joining and

publishing that type of data and information. Videotapes and overhead transparencies were introduced in the 1980s, whereas in the 1990s digital projectors with the mixed dedications of Microsoft PowerPoint, the World Wide Web, and the first CD-ROMs were produced. Technological innovation enhanced in almost the very first period of the new century, as standard features with digital projectors in most classes and DVDs or CD-ROMs associated with many text-books (Zhou; 2004).

2.3. Definition of multimedia

Lu (1999) defined multimedia and technology in the field of education as an integrated media or device which entails numerous types of media like audio and/or video, graphic, text, and animation which are used in order to search, query, browse, link to and use the data in order to meet scholars' needs and necessities. In another study done by Gayeski (1993), he defines multimedia technology as “an environment of computer-driven communications interaction systems which can store, transmit, create, and obtain written, graphic and aural networks of data” (p. 4)

Multimedia “involves the combination of more than one medium into some form of communication. Most commonly, this term now refers to the integration of media such as text, sound, graphics, animation, video, imaging, and spatial modeling into a computer system” (Jonasses, 2000, p.207). Smith and Woody (2000; p.220) describe multimedia technology as “the use of both visual aids and verbal descriptions to illustrate concepts”.

Wiburg (1995) defines multimedia according to two different subsets: *hypertext*, which is a software containing networks of linked fields which could be retrieved arbitrarily through search strategies or icons such as Google search, and *hypermedia*, which enhances and adds graphics, audio, or video clips and files to hypertext. (pp. 59 - 60).

Multimedia can be described as a set of information carriers, such as the Internet, video, floppy disks, CD-ROM, and software in which the likelihood for a communicative approach is presented(Smeets, 1996; Jager & Lokman, 1996). Akhtar (2003) defined multimedia as employing several different tools and media such as video, audio, print, etc. in order to present additional wide-ranging information than

any other medium alone can do, obliging children to use different learning and education styles, and engaging interactivity to inspire children in order to become more active motivated learners. Multimedia includes a computer program which contains “text along with at least one of the following: audio or sophisticated sound, music, video, photographs, 3-D graphics, animation, or high-resolution graphics” (Kozma, 1991, p. 181).

2.4. Types of multimedia

Multimedia has several different types; graphics, video, text, sound, and animation, these types differently contribute in the process to complete a learning process for a particular material.

2.4.1. Text

Text is an important type of multimedia in all multimedia applications, it delivers most information (Vanghan, 2004). Text can be used ordinarily or it can be used with different fonts and different effects to present any material in order to catch readers’ attention, we can emphasize a certain word or a phrase.

2.4.2. Graphics

This type of multimedia refers to any picture, diagram, chart or photograph which are meant to have no animation or movement at all. Graphics play a very significant role in language teaching and learning, it motivates the learners and improve their understanding ability about the material and offers special reference object and topic (Wright, 2003).

2.4.3. Animation

Animation is the fast movement of the pictures and graphics which can be 2-D or 3-D animation in order to create a delusion of movement. With the use of animation in the teaching process teacher can highlight key knowledge points and stimulate learners motivation and persuade them to be more involved in the process (Vanghan, 2004).

2.4.4. Sound

It can be speech, music, or any other sound media that is recorded and stored and can be later produced by the use of computers. Can be used as a helpful technique for learners to learn rapidly through the continuously use of sound media.

2.4.5. Video

It is the transmitted moving objects on a screen or a broadcast of live images or stationary objects. Compared with animation type of the multimedia, video can convey clearer information than the use of animation, but it consumes more storage space than animation (Vanghan, 2004).

2.5. Role of multimedia in education

We are living in a world surrounded by technology which helps and facilitates our lives in lots of ways, as supported by researchers, technology has a fundamental role in the educational area. The idea of using multimedia in the field of learning and teaching process goes back to the late 1950s when some classes were equipped with broadcast recordings and phonograms (Mudge, 1999). Dozens of studies mention that computer-based multimedia in a lesson meeting or a particular training session can improve learning and attract more attention than the traditional methods of lecturing or education resources which do not practice multimedia (Bagui, 1998; Fletcher, 2003; Kozma, 1991; Mayer, 2001). Gilakjani (2012) stated that multimedia is an effective feature in education and argued the relationship between learning and multimedia by claiming that multimedia creates new roles for the learners and teacher in the classroom which leads to a better communication and interactive learning. Mayer (2001) claimed that a deeper understanding of materials and a clearer understanding background is enabled when there is a strong connection between words and pictures by means of using multimedia; from this, it can be assumed that EFL learners can have a better communication with the presentation of multimedia.

The dual coding approach of Zavala (1999) which was an investigation done to study the relationship between multimedia and students' learning ability, the study was done using 129 high school learners by giving each either a text only or a text with

illustration and then asked to answer a comprehension questionnaire, the results showed that the learners who had text and illustration performed better and obtained higher results than those whom only had text without graphics or illustration. It is basically proved that the integration of multimedia technologies in the educational area could “empower both teachers and learners, promote change and foster the development of 21st-century skills” (Trucano, 2005, p. 5). Trucano also discussed that multimedia integration has the fundamental to change education procedures from a more teacher-centered to a more learner-centered method and that this change would cause increased learning advances for learners.

When it comes to young learners, multimedia teaching plays a big role in solving a lot of their problems, due to the use of more than one tool which makes them interested in the subject and gives them more energy to participate in the activities. Khiyabani (2014) managed a study to show the influence of multimedia on learning new vocabularies in high schools in Iran. His investigation was aimed to prove the positive effect of using multimedia technology in teaching which was aimed to find out the significant difference in the achievement of increasing new vocabularies. The study took place in a high school in Kashmar which is a town located in Khorasan Razavi in Iran and the participants for the study were 28 10th grade, male scholars, all aged between 15 and 16. The results of the study recommended that use of multimedia helps learners acquire more new vocabularies rapidly and is more effective than the traditional learning methods; thus, multimedia is a bridge to a deeper and faster understanding.

In an investigation about the impact of Computer Assist Language Learning (CALL) by Almekhlafi (2006) on the students from elementary schools, when the participants were 83 students randomly chosen from Al-Tamayoz elementary school from Abu Dhabi, aged between 11 and 13 years old, the students were given information on a CD which was designed by an EFL teacher and a computer engineer, the study was carried out according to a pre-post achievement test and the results turned out proving that the CALL was positively effective and successful in providing better learning. In another study done by Bahous, Bacha, and Nabhani (2011) to investigate students' problems by interviewing and questioning students and spreading surveys among teachers from an EFL study program, the study was done to mainly

find out if the learners are motivated and interested in the learning field or not. The teachers' findings and results showed that students were not motivated due to a massive use of traditional writing and reading teaching methods and uninteresting materials.

In his study, Babajide (2003) classified several different types of multimedia teaching which include computer hardware and software, overhead projectors, slides, videos, cassettes, audio tapes, audio recorders, flip, stream charts, time sequence and etc. Bena and James (2001) claimed that there are three reasons to use multimedia in teaching process: (1) in order to increase scholars' interest and ability in using and employing learning settings; (2) to prepare student to succeed in a technology-centered world and; (3) to make learners to be creative and be able to use material so they can be creative lifelong learners. Furthermore, using technology in the classes promotes students and teachers' motivation and performance. Thus, Norris, Sullivan, Poirot, and Soloway (2003) reported the necessity of availability as: "...teachers' use of technology for curricular purposes is almost exclusively a function of their access to that technology" (p. 25). Thus, in a multimedia integrated class, "Teachers must receive adequate ongoing training, technology use must be matched to curriculum's philosophy and theory of learning, and adequate numbers of computers must be conveniently located within the classroom" (Al-Bataineh & Brooks 2003, p. 479).

Goran and Reynolds (2005) tested the usefulness of a computer-based interactive multimedia curriculum for the fourth-grade children to promote their physical activity, the researcher found that interactive multimedia curriculum improved obesity indices in girls it also improved physical activities in girls and general improvement is psychological outcomes related to physical activities. In another study that was done to test the usefulness of interactive instructional multimedia in teaching alpine skiing by Antoniou, Moulelis, Siskos, and Tsamourtzis (2006) the study found that teaching alpine skiing with multimedia instruction method was more positively effective than a traditional teaching method. Furthermore, Blok, Oostdam, Otter, and Overmaat (2002), tested the usefulness of computer-assisted instruction (CAI) agendas in helping, improving and helping new readers. Their analysis included 42 studies from 1990 onward, and they discovered the modified general influence size approximation was 19. Their results were like earlier meta-

analyses by Kulik and Kulik (1991) and Bangert-Drowns (1993), which also observed the impact of CAI and discovered it to have optimistic but minor effects. Furthermore, in a study done by Look (2005), in his study is cited that 219 studies which studied the effect of the multimedia use on education found that students with the use of technology reach an environment fully experienced and showed optimistic influences on achievements in all materials. Becta (2003) reported that ICT teaching delivers quick and precise feedback for the learners and speed up their computation and graphing, making learners to emphasize on approaches and clarification. Furthermore, research studies reported that many students finish their study and after attending college they routinely decide to learn and study with technology Becta (2003).

In his study, Manzo (2001) found that many students from the electronic art class were worried and unhappy and struggling with the difficulties they were facing in most of their classes. Once they knew that they can do it with the use of multimedia they started getting better and better results in all materials, they appreciated the importance of using multimedia and started practicing it. In a similar study done by Sherry, Bilig, Jesse and Acosta (2001) on the WEB project, they assessed grant's effect on learner attainment, the findings suggested that instructors should focus on the usage of metacognitive skills, application of skills, and analysis of education as they take multimedia into their theoretical content areas. In another study done by Arif and Hashim (2009) to test the usefulness of the use of multimedia they proved that using pictures and graphics gained more attention than the use of words and traditional teaching, they stated that young learners can interpret the meaning of new words through the use of an image that has connectivity to that particular word.

2.6. Multimedia in ELT teaching

Traditional method of teaching has become uninteresting and boring since there is multimedia teaching which makes teaching more fun and provides faster learning to ELT students, as researchers support and show us the importance of multimedia teaching in ELT teaching by claiming that language learning has changed in all its aspects due to the use of multimedia, it has now become one of the talents that a person has to possess in nowadays (Rubin, 1987). In an article published by Amin, Benachaiba, and Guemide (2013), they claimed that the EFL classrooms with the use

of multimedia are turned into a more lively and cooperating place. The aim of their research was to show the positive impact of using multimedia on EFL setting and language learning. They suggested that language learning classes should take extraordinary benefits from multimedia use in the classrooms. The study conducted that multimedia attracts students interest and develop their forthcoming capability in the second language. The study claimed that multimedia widens ELT learners interest to the worldwide. Moreover, multimedia gives more than text teaching or reading, it provides real life practice while teaching process is being carried on. It also changes the teaching and learning procedure to be more object oriented and adaptable.

Multimedia makes the student more comfortable and gives them an entertaining background. Therefore, learners are not nervous when it comes to making mistakes and they are comfortable to err. Furthermore, Stephen Gray (2004), in his book *Going Graphics* discusses that authentic language material is the core of any CLT language technique. Graphic novels are considered authentic material. Because they are dramatically reduced in text and this will provide a rich profitable material to apply. Using graphic novels in ESL classrooms will also affect EFL learners in lowering their effective filter for three reasons, first reason is that it will attract their attention because of the use of images and visuals, second reason is that it is light in text, Cary discusses that EFL learners are so bored when they come to deal with an English heavy text discourse. Lastly, Cary believes that reading graphic novels is entertaining and the notion of the graphic novel is also entertaining. Therefore, these novels will be read as fun and will be lowering students' anxiety in English classrooms.

The use of technology "in second- and foreign-language teaching is characterized by the use of multimedia and the Internet." (Patel, 2013, p. 54). Therefore, Jackson, Eye, Biocca, Barbatsis, Zhao, and Fitzgerald (2006) claimed that with the use of internet students have tremendously improved in their scores and grades. The use of multimedia has completely changed the settings of English language teaching. "Technology provides so many options as making teaching interesting and also making teaching more productive in terms of improvement." (Patel, 2013, p. 116). Furthermore, researchers show us the importance of using computers by claiming that "computer's potential for linguistic purposes and of the

ways in which the computer has combined with other resources to create a viable learning environment" (Ahmad, Corbett, Rogers, & Sussex, 1985, p. 27).

Jamieson (1994) summarized the contributions of interactive multimedia to language learning as improving the authenticity and contextualization of CALL materials. He also described the development made by interactive multimedia in terms of language focus, as the language in context, culture, and listening comprehension. In another study done by Rostami, Akbari, and Ghanizadeh (2015) to investigate the impact of using multimedia in EFL teaching, the study was done by providing multimedia tools to teach smart school of EFL students, the tools were power point presentations, world wide web and smart board, the results showed that multimedia has a clear and significant influence on EFL learners reading comprehension and retention of reading materials. Thus, Wiburg (1995) suggested that students' learning background will develop by the means of providing navigation tools for them, that's to say hypermaps and precise search approaches to find out the specific information. Learners are also meant to be operative learners when they can make their own acquaintances among the files provided.

Use of multimedia in the EFL classrooms and its improvement in technology is also changing the role of EFL learners in the classroom (Zhu & Wang, 2006). Furthermore, Lam (2000) claimed that multimedia is not used in the classrooms because of lack teachers' information about the material but, but due to several certain reasons such as giving students an enthusiastic learning background and making learning more to seem like an entertainment and fun process. Thus, Morgan (1997) claimed that during the use of computer many learning processes are engaged such as: (1) face to face communication; (2) testing new knowledge; (3) teacher as facilitator; (4) gathering information; (5) expanded activity, and; (6) experimental learning.

Plomp, Brummelhuis and Rapmund (1996) classified three objectives to distinguish the integration of ICT in teaching and learning such as, the use of ICT as an average for learning and teaching, the use of ICT as a feature of a correction or profession, and the use of ICT as an object of study. Peck and Domcott (1994) showed the importance of using multimedia in school by outlining ten reasons: (1) Multimedia empowers learners to access properties outside the school which will help them gain

more knowledge about the material; (2) Learners need to feel contented using a computer, since it will become a significant tool in learners' world; (3) Schools need to upsurge their efficiency and productivity. Thus, teachers are likely to make decent use of modern teaching multimedia and grow operative teaching properties; (4) Students need to be talented at retrieving, assessing and collaborating; (5) Multimedia permits educators to modify instruction, which allows learners to learn and advance; (6) Multimedia can improve the amount and excellence of students' rational and writing over the use of word processors; (7) Multimedia can encourage learners' artistic expression; (8) Multimedia can transport innovative, fun and exhilarating learning knowledge for students; (9) Multimedia makes chances for learners to do expressive work, and; (10) Multimedia can progress students' critical thinking and letting them to interpret, develop, analyze, organize, and assess their own work.

The practice and usage of the computer built multimedia for learning language is proven by the results and conclusions of many researchers and studies. Chinnery (2006) discovered that mobile technology can offer numerous usages for language acquisition. Moreover, these multimedia technologies were easily and with no cost of money obtainable. He also stated that mobile technology was basically cheaper than computers and other expensive equipment. Levine, Ferenz and Reves (2000) claimed that to achieve and progress fundamental literacy skills and experiences for foreign language students, use of multimedia technologies were more valuable than the traditional technique of reading. Ramchandran (2004) found that with the help of multimedia use in the classroom many of the learners developed better writing skills and their research papers were better than they used to write. He also stated that the usage of multimedia technology enhanced their writing. Conroy (2010) discovered that an application for language study, known as concordance, was a useful activity for language acquisition and writing skills. He also discovered that the multimedia technology devices were extra useful for language learning especially Google assisted language learning (GALL). He stated that the Google search was a fundamental tool for language learning and writing improvement. According to him, Google search or concordance was also a useful tool in correcting the errors. Gilgen (2005) stated that with the help of PDA and laptop devices the learners reading and writing skills developed. He also stated that old-style activities could not fully attract students' attention as the method of using multimedia technology did. On the other hand,

chatting and messaging through typing was an extra helpful and popular activity. Ghaemi and Kargozari (2012) discovered that after integrating some technological combination of web-based writing instruction and outdated writing instruction, the learners' writing skills were enhanced. There was also a substantial reduction in their spelling, grammar, and punctuation faults.

Regarding students' satisfaction about the integration of multimedia technology in the education process, Ramchandran (2004) stated that the students who used multimedia technology in their study were so happy with it and they appreciated the help and usefulness it provides. In another study, Conroy (2010) claimed that the learners who were using Google search and concordance in order to advance their writing skills were so happy with the perfect way they were provided them with new information constantly and most of them decided to use concordance program in future. Levine et al. (2000) claimed that learners' behavior was industrious and they seemed happy in computerized EFL classrooms. In addition, Kung and Chuo (2002) found that almost all of the learners possessed computers and many of them were using computers with on-line access. Therefore, the students used the internet regularly during the learning process. They spent a lot of time online but very few retrieved ESL websites. Kung and Chuo (2002) showed that the learners' behavior was positive towards using ESL websites and learning through them, and they were very content with the use of ESL websites. Most of them decided to continue to use ESL websites in order to better their language skills. Huang, Dedegikas and Walls (2011) who investigated the usefulness of online learning found that most of the learners were fully or partly fulfilled with online education. They took advantage from real life discourses and grammar. The online debate exercises were also useful. Most of the learners were satisfied and content with the use of multimedia and computer-based technology in teaching and learning process. However, few of the learners were not happy with pronunciation and explanation of vocabulary over multimedia technology use. Furthermore, learners and teachers felt that the on-line study was extra fun and helpful than the conversational classroom. Gilgen (2005) found that the learners were contented with the use of mobile technology for language acquisition. Liaw (2006) who investigated the effect of using computers to improve reading and writing skills found that the learners were very thrilled using the computers for reading and writing

in English classrooms. They used online dictionary and concordance program to improve their reading skills and they liked using these multimedia tools.

Nery (2008) in a study about whether a computer assist program for words pronunciation can help young learners to improve their pronunciation in English in a better way than teacher-lead pronunciation, the study was applied to 11 students. The results showed that the level of students' pronunciation was improved in the two groups of (experimental and control). The Study concluded that a computer assist program for pronunciation helps and improves the students level of pronunciation in a shorter time than traditional teacher-lead pronunciation training. Itmeizeh (2008) tested the impact of multimedia on developing writing and reading skills in the English language for the Palestinian tenth-grade students. The study took place in a southern directorate of education/ Hebron and the participants were 32 students from tenth-grade in a primary school for boys. A pre-post-test was done on the both groups. The experimental group was taught a multimedia computer program in the post-test and the findings presented that the experimental group in the post-test had expressively better results than in pre-test. The study provides evidence that multimedia plays a significant and fundamental role in the field of learning a new language. Furthermore, Hou (2010) in a study attempted to show the role of multimedia teaching in the EFL classrooms. He aimed 2400 Taiwanese EFL learners from a college of junior level. In the beginning of the semester, he examined learners reading and listening to 35 and 40 questions, individually. Then a questionnaire of 170 questions was distributed on each student to identify their group of intellect. The findings showed that multimedia teaching has a significant role for learners in the learning process. He also proved that EFL students can learn better through the use of multimedia teaching methods. Particularly, when music, outside actions, and vocabulary games are involved.

2.7. Theory of action

The term *theory of action* was first used by Argyris and Schon (1996), they defined it as a continuous account of complicated intentions as these intentions gain expressions in action (Schon & McDonald, 1998). Argyris and Schon (1974) also defined theories of practice as “special cases” of theories of action that are deep-rooted in difficulties arising in an expert's work context. Theories of practice define

procedures, routines and specific practice for dealing with difficulties mutual to the practice environment.

Argyris and Schon (1996) divided theory of action into two different types, those are; theory-in-use and espoused theory. In connection with espoused theory and theory-in-use, Dick and Dalmau (2000) claimed that human being's governing values are naturally expressed in an active approach, which has consequences. Most commonly, the beliefs are expectations about the other being's purposes. They also pointed out that communication is dependant upon very practiced and highly developed skills, most of these skills happen outside of our awareness. We can see that as we develop through our early years, we can absorb the complex communication style of those around us. They claim that the communication we do is not always done consciously, but conditions favor the development between theory-in-use and espoused theory. Finally, they claim that the link between what we believe what we are trying to achieve and the way we are trying is often not what we imagine. Our espoused theory differs from our theory-in-use.

Despite the fact that research on teachers' roles is essential to the need of teaching, it is necessary to examine teachers' actual practices during the teaching, as there might be a divergence between their theories-in-use and their espoused theories (Argyris & Schon, 1974). particularly, besides teachers might have full understanding of their characters, they might not be able to put into practice their planned roles. The one study which investigated this issue is Beck and Kosnik's (2000) study, they found that despite the teachers' intention to provide freedom in practice, they were required to follow up the curriculum closely and carefully. More studies are necessary to be done to test teachers' actual practices from the viewpoint of their teaching process.

2.8. Teachers' beliefs and practice of multimedia

Researchers reported that teachers' beliefs play a critical role on what teaching techniques to use or how their students will mostly acquire knowledge in subject materials. Zheng (2009) defines the concept of teachers' beliefs as to a subsection of a category of constructs that name, describe, and define the construction and content of mental states that are thought to drive activities, so views have the ability to manipulate both classroom practices and teachers' professional progress. In a study

done by Nejad, Abbaszadeh, Hassani, and Bernousi (2012) to examine the attitudes and teaching methods of Iranian EFL teachers in small and big classes. They declared that all educators used more procedures in small classrooms rather than using them in big classrooms regardless of their sex, being skilled or trainee and instructive degree. Moreover, the attitudes of non-professional teachers were not suggestively dissimilar from the attitudes of professional teachers according to the size of the classroom.

Teacher's and instructors' educational views are powerful measures of their instructional choices, planning and classroom practices (Pajares, 1992; Clark & Peterson, 1986). Tobin, Tippins, and Gallard (1994) claimed that the greatest extensive impact on classroom communications was the teacher's opinions about learning and teaching. This makes "the investigation of teacher's beliefs a necessary and valuable avenue of educational inquiry" (Pajares, 1992, p. 326). Tobin et al. (1994) stated earlier in this report, in the Handbook of Research on Science Teaching and Learning obviously represented the need to emphasis on teachers' views. This serious connection between instructional choices and the beliefs of teachers regarding implementation of improvement efforts is well documented (Cornett, Yeotis, & Terwilliger, 1990).

Fullan and Miles (1992) claim that "change cannot be accomplished from afar" but that "local implementation is the only way that change happens" (p. 752). Munby (1984) also stated that "teachers' beliefs and principles are contextually significant to the implementation of innovations" (p.28). However, although views and thoughts affect the acceptance of novelties, optimistic insights don't inevitably happen in variations being established. Cuban, (1990) keeps that improvements arrival frequently because rule makers reduce individual's view features that are necessary to create changes. Meanwhile, the native performance of improvement rules is important to their achievement, teacher views have a significant character in learning and teaching improvement.

For many decades, information and communication technologies (ICT) have developed a new educational background in our society and also have powerfully influenced all features of our civilization and culture in different ways (Sproull, L., & Kiesler, 1991), the instructional scheme has developed and almost stayed unaffected

(Abrami, 2001; Albion, 2003; Mann, 2000). Multimedia has not been extensively implemented into education. Where it has been implemented, for making sure that it will change and improve teaching styles and teaching process the evidences are still missing (Alexander, 1999). Moreover, educators seemingly adopt multimedia use into their work, even when multimedia use is presented to their learners (Cuban, Kirkpatrick, & Peck, 2001; Leach & Moon, 2000). Naturally, educators use direct, confident, teacher-centered methods, they pay no attention to the computers, and withstand attempts in order to transfer the central pattern away from teacher-centered teaching to an extra student-centered class (Cuban et al. 2001; Semple, 2000). The reason behind this dissatisfaction has been credited to instructors' educational opinions and their own philosophies about education, meanwhile these opinions powerfully affect class performance (Albion, 1999).

Beliefs are teachers' decision-making filters, they lead instructors to admit themselves and convince themselves while making a decision (Pajares, 1992; Prawat, 1992). insights thus influence how instructors seek and instrument novelties in their daily teaching tasks and teaching techniques. Beliefs typically decide how and why instructors integrate new educational techniques and procedures (Golombek, 1998), or familiarize to new class situations, procedures, and goals. Certainly, as early as 1984, Munby discussed "teachers' beliefs and principles are contextually significant to the implementation of innovations" (p.28). Cuban, (1990) also claimed that education improves and remains an everlasting program element since strategy makers disregard the belief influences involved in alteration. Precisely, Fullan (1992) argued that teachers' ideas for educational alteration through new educational technologies and schemes undervalue how hard it is for instructors to instrument the fluctuations that will be mandatory in their performance and aptitudes throughout the teaching, besides, in their instructional politics and attitudes.

In relation to Fishbein and Ajzen (1975), the power of an insight is designated by the being's personal likelihood that she or he will carry out the performance in query. This proposes that it is significant to examine instructors' politics, and also to discover the indirect connection between instructors' opinions on teaching and learning and their definite class performance. Deprived of instructors accomplished educational submission of educational technology and their beliefs and motivation

towards innovation, technology by itself cannot afford advanced school exercise and educational alteration and improvement (Cox, Webb, Beauchamp, & Rhodes, 2004). Examining the connection between classroom practice and instructors' beliefs can then highlight the correlation between stated beliefs and class performance of the teachers, which may replicate on instructors' judgement concerning teaching and learning procedures and goals relating information technology in the classroom. It may also assist us to review problems affiliated with technology-based educational alteration deeper. Nevertheless, while it is normally approved and proved that teachers' educational beliefs incline to form the nature of their instructional performance and their actual practices in teaching (Pajares, 1992; Richardson, 1996), several researches propose that the contests of classroom training frequently bound teachers' aptitude power to afford and practice teaching consistency through their opinions (Davis, Konopak & Keadence 1993). It consequently appears that we still have a lot to study about the connection between instructors' views concerning teaching and learning and their definite instructional performs in teaching. Precise to the association between technology incorporation performs and teacher opinions, research is incomplete. Study findings that exist display a powerful association between computer practice and a constructivist sight of teaching and learning.

In a study done by Becker and Ravitz (2001), the findings display that computer usage amongst teachers is correlated to more constructivist opinions and performs and to variations in exercise in a more constructivist- well-matched way. In addition, more recent study advocates that there is a similarity between the nature of the teacher's technology- integrated skills and a teacher's learner- centered principles about training (Judson, 2006; Totter & Grote, 2006). That is, instructors who accept a student-oriented constructivist teaching style are more possible to make use of innovative multimedia and in classes, and vice versa: Teachers who willingly assimilate multimedia into their teaching are more possible to own constructivist' teaching styles. This linking between the practice of multimedia and constructivist education contains that constructivist-minded educators preserve lively student-centered classes where multimedia is a prevailing learning device in educational area.

Teachers' views are typically though as a combination of insensible assumptions detained in their heads concerning to educational matters and procedures

such as teaching and learning process, teaching, school problems, knowledge seeking and curriculum (Elen & Lowyck, 1999). Beliefs could be referred to what people propose and do (Pajares, 1992), thus, these beliefs could make it clear by reasoning why a teacher is acting a certain way. It is said that teachers' actions and decisions are executed according to teachers educational beliefs which act like a filter for teachers when it comes to decision making in educational area and these beliefs can make promote or delay a certain change (Prawat, 1992).

The influence of teachers' beliefs on teachers actual and instructional practice has been documented by research for almost two decades (Clark & Peterson, 1986; Fang, 1996), making that clear that teachers' individual belief schemes have a great impact on what teacher learn about teaching and learning process and specialized progressive agendas, as well as on educators' own choice and teaching practice. The studies claim that teachers' innovative performance use in educational area is founded on whether the assumption about the new practice is reliable and matching educational paradigm and their views (Yocum, 1996). Consequently, since teachers' educational background and ideas about learning and teaching process shapes an "intuitive screen" over what they can explain as qualified progress and teaching improvements (Buchanan, Burts, Bidner, White & Charlesworth 1998), these opinions and beliefs could either promote or delay changes (Prawat, 1992). If educators' views are not consistent and not the same as the goals and fundamental expectations of language learning and teaching revolution, it may not proceed (Burkhardt, fraser, & Ridgeway, 1990). Vice versa if instructors' views match learning and teaching innovation and can be productive in the field of learning process these views will be accepted and used as practice in the classrooms.

Liu (2010) investigated the connection between multimedia use and teachers' academic views in the class session in a study done on 1139 teachers from institutes in Taiwan. He discussed that multimedia use includes acuties and performs related with teachers' beliefs and multimedia use about technology will and can affect the education systems they apply in the teaching systems. Studies have proven that teachers' principles are fundamental measures of class' multimedia technology use and that educators with high constructivist educational views and ideas are more possible to integrate multimedia in the classes (Henry Jay Becker, 2000; Ertmer &

Ottenbreit-Leftwich, 2009). However, Liu (2010) claimed that while instructors detained learner-centered opinions, they did not assimilate constructivist teaching with multimedia use, thus highlighting clear discrepancies between teaching activities and teacher pedagogical beliefs. He found that many teachers, regardless of educational insights, were disposed to use lecture-based teaching actions when employing multimedia into instruction.



CHAPTER III

METHODOLOGY

3.1. Presentation

This chapter aims to present and report the methodology of the present study. First, the research design is presented, and then the instruments of collecting data are presented in details. In addition, the population and sampling of the research are mentioned, as they involved in the process of data collection. Finally, the piloting study, data collection, and analysis of data are described.

3.2. Research design

A descriptive research design was used to accomplish the objectives of the study and determine teachers' use of multimedia and their beliefs about multimedia use in ELT classrooms. Descriptive study is a type of research design which refers to investigating and employing existing data or non-experimental research as well as a preconceived hypothesis and research questions (Seliger & Shohamy, 1989). The research method of the study employs the data collection instruments associated with descriptive research design (questionnaires). Descriptive statistical techniques were used to find out the differences between Iraqi EFL teachers' beliefs and their actual practice of multimedia by describing the frequency distribution.

A quantitative paradigm was employed in the study to analyze the data collected through the two questionnaires. Long and Larsen (1991) claim that researchers choose to use quantitative studies because they can best specify the test hypothesis through object tools, and the data is analyzed by an appropriate statistical analysis program. Two questionnaires were used to identify, investigate and interpret

the findings quantitatively concerning the Iraqi EFL teachers' beliefs and their actual practice of multimedia.

3.3. Research population and sampling

The population of the present study consists of Iraqi EFL teachers from different parts of Iraq, the participants graduated from different departments of English language and currently are employed as English language teachers. According to the data collected from the questionnaire, there were 103 teachers with different gender, age, years of experience, and graduated departments. 62.1% (n=64) of the participants were male and the rest 37.9%(n=39) were female. The participants' ages ranged between 20 to 45 years old and their years of experience ranged between 1 to 20 years of experience. The EFL teachers who participated were not targeted to be any specific grades' teachers but, they were randomly chosen from various grades or levels of teaching. The participants were chosen randomly, from different schools in Iraq. The participants were readily available and convenient to participate in the study.

3.4. Data collection instruments

The data was collected by using two questionnaires. Questionnaires are addressed as the most authentic data collection instruments in the field of statistical works (Dörnyei, 2003). Dörnyei also identified three types of data which questionnaire aims to collect;

(1) Factual questions are used to find out about who the respondents are; they typically cover demographic characteristics (e.g. age, gender, and race)... *(2) Behavioural questions* are used to find out what the respondents are doing or have done in the past; they ask about people's actions, life-styles, habits, and personal history ... *(3) Attitudinal questions* are used to find out what people think; this is a broad category that concerns *attitudes, opinions, beliefs, interests, and values* (p.8).

The two questionnaires were (1) the Information and Communication Technology Usage Survey developed by Iding, Crosby, and Speitel (2002), and (2) Teachers' Attitudes towards ICT Scale developed by Albirini (2006).

3.4.1. Information and communication technology usage questionnaire

This questionnaire was developed by Iding, Crosby, and Speitel in 2002. It was designed as 3-point Likert's scale and it was composed of two parts. The first part of the survey consisted of 11 items with 3-point Likert's scale as 3=frequently to the concept, 2=sometimes to the concept, and 1=never to the concept. The purpose of this part was to find out teachers' level of multimedia usage in ELT classrooms. The second part consisted of 18 items with the 3-point Likert's scale of 3=agree to the concept, 2=neutral to the concept, and 1=disagree to the concept. This part aims to find out teachers' perceptions about their use of multimedia in ELT classes.

3.4.2. Teachers' attitudes towards ICT questionnaire

The questionnaire was designed as 5-point Likert's scale, where 5=strongly agree to the concept, 4=agree to the concept, 3=undecided to the concept, 2=disagree to the concept, and 1=strongly disagree to the concept. The questionnaire was used to find out the Iraqi EFL teachers' beliefs and attitudes towards the use of multimedia in ELT classrooms; it also aimed at differentiating teachers' actual practice of multimedia with teachers' beliefs about multimedia use.

3.5. Data collection procedures

3.5.1. Piloting procedure

The piloting study was managed before conducting the main research in order to determine the reliability and authenticity of the teachers' ICT usage and teachers' attitudes towards using multimedia questionnaires. Both the teachers' ICT usage and teachers' attitudes towards multimedia use were tested to prove the reliability of the research. The participants chosen to participate in the piloting study were Iraqi EFL teachers from different cities of Iraq who were teaching the English language in different schools at different educational grades. There were 42 participants, including 31 males and 11 females. The piloting study demonstrated that both questionnaires were answered by the 42 EFL teachers and their answers proved that both questionnaires were reliable and could be forwarded to complete the study. The Cronbach's Alpha coefficient of Teachers' ICT Usage questionnaire was found .76.

The piloting study of the original version of the questionnaire which was carried out with 50 participants had a Cronbach's Alpha of .79. The Teachers' Attitude questionnaire had a Cronbach's Alpha of .77; the piloting of the original questionnaire which was carried out with 45 participants had a Cronbach's Alpha of .82. A reliability coefficient of .70 or higher is considered "acceptable" in most social science research situations. According to Nunnally (1978) "what a satisfactory level of reliability depends on how a measure is being used. In the early stages of research . . . one saves time and energy by working with instruments that have only modest reliability, for which purpose reliabilities of .70 or higher will suffice. . . . In contrast to the standards in basic research, in many applied settings a reliability of .80 is not nearly high enough" (pp. 245-246). Consequently, both questionnaires were reliable in Iraqi context.

3.5.2. Data collection

The two questionnaires were uploaded to a Google form sheet and sent to 75 Iraqi EFL teachers via emails and social media messaging in fall semester of 2016-2017 academic year. From the 75 teachers who had been invited to participate in the survey questionnaire, only 42 responses were collected. The 42 responses were used in the piloting study to make sure of the reliability and authenticity of two questionnaires. After piloting study 100 questionnaires were printed and distributed on EFL teachers in Iraq and only 61 responses were collected from the participants who were willingly agreed to participate in the study with appreciation. The participants were informed that their answers would be kept confidential.

3.5.3. Data analysis

The process of analyzing collected data was performed by using descriptive statistics in a variety of techniques by using Statistical Package for Social Sciences (SPSS) software. Descriptive statistics were applied to know Iraqi EFL teachers' beliefs about using multimedia in ELT classrooms; it was also used to find out their level of multimedia use in their classrooms. Descriptive statistics were used to differentiate between Iraqi EFL teachers' beliefs and their actual practice of using multimedia in ELT classrooms by measuring the frequencies of each item in the questionnaires. Descriptive statistics were also used to find out differences between male and female teachers according to their beliefs and use of multimedia by frequency

analysis. Independent samples T-test was applied to analyze and compare means of questionnaires' items to determine if Iraqi EFL teachers' beliefs and practice differ in terms of their gender. One-way ANOVA was applied to analyze and compare means of the questionnaires' items in order to decide if Iraqi EFL teachers' beliefs and practice differ in terms of their years of experience.



CHAPTER IV

RESULTS

4.1. Presentation

This chapter aims to present the results of the research questions of this study. In this chapter, the results are shown clearly in tables and are explained in written text, the overall result of each research question is explained and outlined in numbers.

4.2. Descriptive data analysis

Descriptive statistics were applied to find out the mean of each item for Iraqi EFL teachers' beliefs and attitudes about the multimedia use and teachers' ICT level of use questionnaires in order to answer the research questions. Descriptive statistics were applied to measure the frequency of each item in order to find the differences between Iraqi EFL teachers' beliefs about the multimedia use and their actual practice in their own classes. Independent samples T-test was applied to determine if Iraqi EFL teachers' beliefs and practice differ in terms of their gender. One-way ANOVA was applied in order to reveal if Iraqi EFL teachers' beliefs and practice differ in terms of their years of experience.

4.3. Findings of the research question one

The first research question regarded Iraqi EFL teachers' beliefs and attitudes about using multimedia in ELT classes.

To analyze this research question, the mean of each item in the teachers' beliefs and attitudes about the multimedia use were taken into consideration. As a result, the most and the least employed item was determined. Table 1 shows the most frequently

employed items by Iraqi EFL teachers. Table 1 shows the results of most frequent items of the teachers' beliefs about multimedia questionnaire:

Table 1.

Descriptive Statistics for the Most Frequent Items for Teachers' Beliefs about Multimedia Questionnaire.

Item	M	SD
Using multimedia is enjoyable	4.33	0.901
Using multimedia would make subject material more interesting	4.32	0.807
Multimedia tools are fast means of getting information	4.27	0.910
I would like to learn more about multimedia	4.23	0.877
I like to use multimedia in teaching	4.19	0.852
Computers have proved to be effective learning tools	4.19	0.940
Teaching with multimedia offers real advantages	4.14	0.793
Multimedia use will improve education	4.13	0.952
Using multimedia does not scare me at all	4.09	0.930
Use of multimedia will help me organize my work	4.05	1.004
Computers can enhance students' learning	4.01	1.052
Multimedia tools save time and effort	3.95	1.097
Multimedia makes me much more productive	3.93	1.052

As can be seen in Table 1, the most frequent item, compared to other items from the questionnaire was *Using multimedia is enjoyable* with a mean of (M=4.33) which indicates a positive attitude towards the use of multimedia. *Using multimedia would make subject material more interesting* item was also employed frequently (M=4.32) which also indicates a positive attitude for teachers' beliefs about multimedia use. The items *I like to use multimedia in teaching* and *Computers have proved to be effective learning tools* had the same mean (M=4.19) which also provides a positive attitude. In addition to the item *Teaching with multimedia offers real advantages* was a positive attitude with a mean of (M=4.14). The items *Multimedia use will improve education* was rated as a positive attitude with the mean (M=4.13), *Using multimedia does not scare me at all* item had a mean of (M=4.09) which is a positive attitude. With a mean of (M=4.05), the item *Use of multimedia will help me organize my work* also is indicated as a positive attitude.

The item *Computers can enhance students' learning* was rated as a positive attitude with a mean of (M=4.01). Finally, the items less frequent in the most frequently employed table are *Multimedia tools save time and effort* (M=3.95) and *Multimedia makes me much more productive* (M=3.93) which can be interpreted as positive attitudes towards Iraqi EFL teachers' beliefs about the use of multimedia in ELT classrooms.

Descriptive statistics were used to determine the least frequently employed items among items. Table 2 shows the findings of participants' respondent of the least employed items:

Table 2.

Descriptive Statistics for the Least Frequently Employed Items from Teachers' Beliefs about Multimedia Questionnaire.

Item	M	SD
I don't like talking with others about multimedia	2.30	1.153
I would rather do things with hands than a computer	2.65	1.186

As shown in Table 2, the results of the least frequently employed items by Iraqi EFL teachers are only two items. The two items are; *I don't like talking with others about multimedia* (M=2.30) and *I would rather do things with hands than a computer* (M=2.65), in which one of them still indicate positive attitudes toward Iraqi EFL teachers' beliefs of using multimedia in ELT classrooms.

According to the results shown in Table 1 and 2, Iraqi EFL teachers have a positive attitude towards the use of multimedia in their classes.

4.4. Findings of the research question two

The second research question regarded Iraqi EFL teachers' actual practice of using multimedia in their own classes.

Frequency analyses were applied to find out Iraqi EFL teachers actual practice of multimedia in their own classes, the frequency of each item is measured according to the Likert scales (i.e. frequently=2, sometimes=1, and never=0) to determine the

teachers' actual practice of multimedia. Table 3 shows the descriptive statistics used to determine whether Iraqi EFL teachers use multimedia tools in their classes or not:

Table 3.

Frequency Statistics for Teachers' Actual Practice of Multimedia in Their Own Classes

Tools	Frequently (%)	Sometimes (%)	Never (%)
Board	50.5	39.8	9.7
Overhead Projector	12.6	64.1	23.3
Opaque Projector and/or Document	5.8	35.0	59.2
Camera	25.2	55.3	19.4
Multimedia Computer	14.6	42.7	42.7
Computer-projector system	32.0	41.7	26.2
Internet/WEB environment	18.4	56.3	25.2
Television/Video	20.4	52.4	27.2
Radio cassette recorder	8.7	52.4	38.8
Video Camera	12.6	45.6	41.7
Slide Projector	38.8	55.3	5.8
Printed Materials (journals, books, work sheets etc.)			

The results of Iraqi EFL teachers' practice of multimedia tools in their own classes were as shown in Table 3. Tools like *boards* are the most favored tools by Iraqi EFL teachers, 50.5% (n=52) of the teachers use the *board* frequently, 39% (n=40) reported that they use it sometimes, and 9.7% (n=10) never use a board in their classes. *Printed materials* are also one of the most used multimedia tools, 38.8% (n=40) of the teachers use it frequently, 55.3% (n=57) say that they use it sometimes, and 5.8% (n=6) say they never use it. *Multimedia computers* are also reported as having a good usage among Iraqi EFL teachers, 25.2% (n=26) of teachers use multimedia computers frequently, 55.3% (n=57) reported that they use it seldom, and 19.4% (n=20) never use it. *Overhead projectors* have a moderate usage according to the report, 12.6% (n=13) reported that they use it frequently, 64.1% (n=66) use it occasionally, and 23.3% (n=24) deny the usage of this tool in their classes. *Television/video* have a usage of 18.4% (n=19) frequently, 56.3% (n=58) sometimes, and 25.2% (n=26) never, among

the participants. *Radio cassette recorder* tool has a usage of 20.4% (n=21) frequently, 52.4% (n=54) sometimes, and 27.2% (n=28) never, among participants. Whereas, tools like *video camera* 8.7% (n=9) frequently, 52.4% (n=54) sometimes, 38.8% (n=40) never, *slide projector* 12.6% (n=13) frequently, 45.6% (n=47) sometimes, 41.7% (n=43) never, and *Computer-projector* system 14.6% (n=15) frequently, 42.7% (n=44) sometimes, 42.7% (n=44) never, are tools which are less used by Iraqi EFL teachers as they have reported. *Opaque Projector and/or Document Camera* is one of the least used multimedia tools, 5.8% (n=6) use it frequently, 35.0% (n=36) reported that they use it sometimes, 59.2% (n=61) never use it.

In general, the results revealed that Iraqi EFL teachers' have a low level of multimedia use; according to the results, we can say that Iraqi EFL teachers mostly favored the use of non-multimedia tools over the use of multimedia tools.

4.5. Findings of the research question three

The third research question aims to investigate Iraqi EFL teachers' perceptions about their own use of multimedia.

Frequency analyses were employed in order to measure Iraqi EFL teachers' perceptions about their own use of multimedia, the frequency of each item is measured according to the three Likert scales (i.e. agree=2, neutral=1, disagree=0) to determine Iraqi EFL teachers' perception about their own use of multimedia. Table 4 shows the results of teachers' perceptions about their own use of multimedia:

Table 4.

<i>Frequency Statistics for Teachers' Perceptions about Their Own Use of Multimedia</i>			
Multimedia Tools	Agree (%)	Neutral (%)	Disagree (%)
I don't use computers as much as other resources (Books, overhead projectors, etc.) for instructional purposes	21.4	38.8	39.8
I know what to do for using computers in instructional environments	62.1	30.1	7.8
	69.9	24.3	5.8

I am aware of the opportunities that computers can offer	37.9	36.9	25.2
I can answer any question my students ask about computers	39.8	36.9	23.3
I'm not sure that I'm computer-literate for using computers in my classes	13.6	14.6	71.8
I don't want to use computers			
I think that I can use instructional technologies in class activities more effectively day by day	69.9	24.3	5.8
I believe that tools like e-mails, forum, and chat will make communication with my colleagues and students easier	74.8	15.5	9.7
I think that technology supported teaching makes learning more effective	76.7	16.5	6.8
I think the use of instructional technologies increase the students' interest towards courses	73.8	19.4	6.8
I think the use of instructional technologies increase the quality of courses	63.1	30.1	6.8
I think that usage of instructional technologies make it easier to prepare course materials (assignments, handouts, etc.)	68.9	21.4	9.7
It's hard for me to explain the use of computer applications to my students	25.2	35.0	39.8
I can handle different learning preferences of my students having different learning styles by using instructional technologies	60.2	31.1	8.7
I think multimedia makes effective use of class time	64.1	30.1	5.8
I think using instructional technologies make me more productive as a teacher	68.9	18.4	12.6
I think that using multimedia makes it easier to reach instructional resources	71.8	22.3	5.8
I don't prefer to be assessed about my instructional technology based applications by any other professionals	27.2	35.0	37.9

As shown in Table 4, the items *I think that technology supported teaching makes learning more effective* 76.7% (n=79) Agree, 16.5% (n=17) Neutral, 6.8% (n=7) Disagree, *I believe that tools like e-mails, forum, and chat will make communication with my colleagues and students easier* 74.8% (n=77) Agree, 15.5% (n=16) Neutral, 9.7% (n=10) Disagree, *I think the use of instructional technologies increase the students' interest towards courses* 73.8% (n=76) Agree, (19.4% (n=20) Neutral, 6.8% (n=7) Disagree, and *I think that using multimedia makes it easier to reach instructional*

resources 71.8% (n=74) Agree, 22.3% (n=23) Neutral, 5.8% (n=6) Disagree, show a highly agreed percentage to the items which lead to the positivity of Iraqi EFL teachers' perceptions about multimedia use.

The items *I am aware of the opportunities that computers can offer* 69.9% (n=71) Agree, 24.3% (n=25) Neutral, 5.8% (n=6) Disagree, *I think that I can use instructional technologies in class activities more effectively day by day* 69.9% (n=72) Agree, 24.3% (n=25) Neutral, 5.8% (n=6) Disagree, *I think that usage of instructional technologies make it easier to prepare course materials (assignments, handouts, etc.)* 68.9% (n=71) Agree, 21.4% (n=22) Neutral, 9.7% (n=10) Disagree, *I think using instructional technologies make me more productive as a teacher* 68.9% (n=71) Agree, 18.4% (n=19) Neutral, 12.6% (n=13) Disagree, *I think multimedia makes effective use of class time* 64.1% (n=66) Agree, 30.1% (31) Neutral, 5.8% (n=6) Disagree, *I think the use of instructional technologies increase the quality of courses* 63.1% (n=65) Agree, 30.1% (n=31) Neutral, 6.8% (n=7) Disagree, *I know what to do for using computers in instructional environments* 62.1% (n=64) Agree, 30.1% (n=31) Neutral, 7.8% (n=8) Disagree, and *I can handle different learning preferences of my students having different learning styles by using instructional technologies* 60.2% (n=62) Agree, 31.1% (n=32) Neutral, 8.7% (n=9) Disagree, show a moderate high agreement to the items which also show a good perception of teachers about multimedia use.

The item *I don't want to use computers* 13.6% (n=14) Agree, 14.6% (n=15) Neutral, 71.8% (n=73) Disagree, still shows positivity towards Iraqi EFL teachers' perceptions about their own use of multimedia, which indicates teachers' disagreement to not being interested in using a computer. *I don't use computers as much as other resources (Books, overhead projectors, etc.) for instructional purposes* 21.4% (n=22) Agree, 38.8% (n=40) Neutral, 39.8% (n=41) Disagree, the majority of participants disagreed to this item, which makes this item to have a good perception of teachers towards using multimedia, due to their disagreement to not use a computer. *It's hard for me to explain the use of computer applications to my students* 25.2% (n=23) Agree, 35.0 (n=36) Neutral, 39.8% (n=41) Disagree, majority of participants disagreed to the item to show their knowledge about using computer applications, which shows a positive perception of teachers towards multimedia use. *I don't prefer to be assessed*

about my instructional technology based applications by any other professionals 27.2% (n=28) Agree, 35.0%(n=36) Neutral, 37.9% (n=39) Disagree, most of the teachers disagreed to the item to show their willingness to be assessed by professionals for instructional technology, which shows positivity in teachers' perceptions about multimedia use. The item *I can answer any question my students ask about computers* 37.9% (n=39) Agree, 36.9% (n=38) Neutral, 25.2% (n=26) Disagree, shows a good perception of teachers' perceptions about multimedia by agreeing to have adequate knowledge about computers. The only item that shows a negative perception of Iraqi EFL teachers, perceptions of multimedia use is *I'm not sure that I'm computer-literate for using computers in my classes* 39.8% (n=41) Agree, 36.9% (n=38) Neutral, 23.3% (n=24) Disagree, which leads to a negative perception due to showing Iraqi EFL teachers unlitrary in using a computer.

In general, according to the results, Iraqi EFL teachers have a good perception of the use of multimedia in their own classes, they are aware of the advantages that multimedia can offer when using it in their own classes.

4.6. Findings of the research question four

The fourth research question aimed to find out the differences between Iraqi EFL teachers' beliefs about the multimedia use and their actual practice of multimedia.

Descriptive statistics were applied to measure the frequencies of both Iraqi EFL teachers' beliefs about the multimedia use and their actual practice of multimedia questionnaires in order to find out if there are any differences between their beliefs and their practice of multimedia. Table 5 demonstrates the frequencies of teachers' beliefs and attitudes about multimedia use in their own classes:

Table 5.

Frequency Statistics for Teachers' Beliefs and Attitudes about Multimedia Use in Their Own Classes

Multimedia Tools	SA	A	U	D	SD
	%	%	%	%	%
Using multimedia is enjoyable	51.5	38.8	2.9	4.9	1.9
Using multimedia would make subject material more interesting	45.6	46.6	3.9	1.9	1.9

Multimedia tools are fast means of getting information	47.6	40.8	4.9	4.9	1.9
I would like to learn more about multimedia	43.7	43.7	5.8	5.8	1.0
I like to use multimedia in teaching	37.9	51.5	4.9	3.9	1.9
Computers have proved to be effective learning tools	43.7	40.8	9.7	2.9	2.9
Teaching with multimedia offers real advantages	37.9	46.6	7.8	5.8	1.9
Multimedia use will improve education	35.9	47.6	6.8	8.7	1.0
Using multimedia does not scare me at all	37.9	41.7	9.7	8.7	1.9
Use of multimedia will help me organize my work	37.9	40.8	7.8	11.7	1.9
Computers can enhance students' learning	35.9	39.8	10.7	10.7	2.9
Multimedia tools save time and effort	35.0	37.9	14.6	10.7	1.9
Multimedia makes me much more productive	7.8	8.7	12.6	47.6	23.3
I don't like talking with others about multimedia	7.8	20.4	15.5	41.7	14.6
I would rather do things with hands than with a computer					

As shown in Table 5, the items *Using multimedia is enjoyable* 51% (n=53), *Using multimedia would make subject material more interesting* 45.6% (n=45), *Multimedia tools are fast means of getting information* 47.6% (n=49), *I would like to learn more about multimedia* 43.7% (n=45), and *Computers have proved to be effective learning tools* 43.7% (n=45) of teachers have strongly agreed to the items, besides most of the others have agreed to the items, which indicates that Iraqi EFL teachers have a positive attitude towards the use of multimedia in their classes, compared to the results from the teachers' practice of multimedia questionnaire as shown in Table 3 in the items asked Iraqi EFL teachers if they practice the use of multimedia tools or not, in their responses to items *Overhead projector* 12.6% (n=13), *Opaque Projector and/or Document Camera* 5.8% (n=6), *Multimedia Computer* 25.2% (n=26), *Television/Video* 18.4% (n=19), *Radio cassette recorder* 20.4% (n=21), *Video Camera* 8.7% (n=9), and *Slide Projector* 12.6% (n=13) of teachers responded that they use these tools frequently, which is not equal to their responses concerning to their beliefs and attitudes about multimedia use. The results showed that Iraqi EFL teachers don't use multimedia as much as they believe multimedia is beneficial to be used in education and this means that there is a

difference in Iraqi EFL teachers beliefs and attitudes about the multimedia use and their actual practice of multimedia in the classrooms.

According to the findings, there is a difference in Iraqi EFL teachers' beliefs about multimedia use and their practice of multimedia in their ow classes. They think of multimedia as a good technique to be used in teaching, at the same time their level of multimedia practice in their own classes is low.

4.7. Findings of the research question five

The fifth research question aimed to find out if there are any differences in Iraqi EFL teachers' beliefs, attitudes, and practices in terms of gender and years of experience.

Descriptive statistics were applied to find out the mean of each item from teachers' beliefs and attitude about multimedia use questionnaire for the two different groups of Iraqi EFL male and female teachers, and then the means from the two groups are compared in order to determine if there are any differences between Iraqi EFL male and female teachers according to their beliefs and attitudes about multimedia use. Independent Samples T-test was also applied to find out if Iraqi EFL teachers' beliefs significantly differ in term of gender.

Table 6 shows the results of independent samples T-test and the means for the two groups of male and female teachers' beliefs and attitudes about multimedia use:

Table 6.

Independent Samples T-test for Male and Female Teachers' Beliefs About Multimedia use

	Gender	N	Mean	St. Deviation	P-Value
Items	Male	64	58.03	8.983	.236
	Female	39	60.02	6.815	

As shown in Table 6, in the fifteen items about teachers' beliefs and attitudes about multimedia use, the mean of most of the items for the female teachers is higher

than the mean of male teachers; this concludes that there is a small difference between male and female teachers in their beliefs and attitudes about multimedia use.

According to the results and findings, female teachers have a more positive attitude towards the use of multimedia than male teachers. However, for the independent samples T-test, the results show that Iraqi EFL teachers are not significantly different in their beliefs about multimedia in terms of gender ($p > .05$).

Descriptive statistics were applied to find out the mean of Iraqi EFL male and female teachers' practice of multimedia questionnaire's items. Independent samples T-test was also carried out to decide if Iraqi EFL teachers differ in their practice of multimedia tools in term of their gender.

Table 7 demonstrates the results of independent samples T-test and the mean of male and female teachers practice of multimedia:

Table 7.

Independents Samples T-test for Male and Female Teachers' Practice of Multimedia

	Gender	N	Mean	St. Deviation	P-Value
Items	Male	64	9.87	4.644	.334
	Female	39	10.74	3.971	

According to the results from Table 7, Iraqi EFL teachers are not significantly different in their practice of multimedia in term of gender ($p > .05$). Although, teachers are not significantly different in their practice of multimedia in term of gender, there is still a slight difference found between male and female teachers' practice of multimedia in term of gender, which means female teachers tend to use multimedia more than male teachers according to the results shown in Table 7.

Descriptive statistics were used to find out the means of the items for teachers' beliefs about multimedia questionnaire for teachers with different years of experience, then the means are compared in order to find out if there are any differences in their beliefs according to different years of experience. One-Way ANOVA was also carried

out to see if there is a significantly difference in teachers' beliefs in term of years of experience.

Table 8 demonstrates the results of the One-Way ANOVA test, besides the means of the teachers' beliefs in terms of years of experience:

Table 8.

One-Way ANOVA for Teachers' Beliefs of Multimedia use in terms of Years of Experience

	Years of experience	N	Mean	St. Deviation	P-Value
Items	1-5	58	59.87	6.257	.003
	5-10	27	59.51	8.932	
	10-15	11	58.09	9.658	
	15-20	7	48.00	11.561	

According to the results from Table 8 for One-Way ANOVA test, Iraqi EFL teachers significantly differ in their beliefs about multimedia use in terms of their years of experience ($p < .05$).

The results show that teachers with 1-5 years of experience have a more positive attitude about multimedia use from teachers with different years of experience. Teachers with 15-20 years of experience are less optimistic about multimedia use, they are less positive in their beliefs about multimedia tools compared to other teachers with fewer years of experience.

Descriptive statistics were applied to determine the differences found in teachers' practice of multimedia according to their years of experience by measuring the means of the items for teachers' practice of multimedia use questionnaire and comparing them according to their years of experience. One-Way ANOVA test was also applied to determine if Iraqi EFL teachers differ in their use of multimedia in term of years of experience.

In order to find out the differences in Iraqi EFL teachers' practice of multimedia according to their years of experience the mean of each item is determined according to the Likert scales (i.e. frequently=3, sometimes=2, and never=1).

Table 9 shows the results of One-Way ANOVA test for teachers practice of multimedia. As well as teachers practice means:

Table 9.

One-Way ANOVA for Teachers' Practice of Multimedia use in terms of Years of Experience

	Years of experience	N	Mean	St. Deviation	P-Value
Items	1-5	58	9.98	3.900	.282
	5-10	27	10.81	4.891	
	10-15	11	11.45	5.854	
	15-20	7	7.71	3.450	

Results from Table 9 show that Iraqi EFL teachers are not significantly different in their practice of multimedia in term of years of experience ($p > .05$). However, Table 9 shows a small difference among teachers with different years of experience.

As shown in Table 9, teachers with 10-15 years of experience have a better interaction of multimedia tools compared to other teachers with different years of experience. Teachers with 15-20 years of experience show a less interest and interaction of multimedia tools compared to other teachers with fewer years of experience.

CHAPTER V

DISCUSSION

5.1. Presentation

In this chapter, the summary of the findings is discussed in details. This chapter represents the discussion of each research questions addressed in the present study one by one. In addition, all the results and discussions are supported by comparing them to previous studies which are done on the same basis.

5.2. Discussion for research question one #1- What are Iraqi EFL teachers' beliefs and attitudes about the use of multimedia in ELT classes?

Iraqi EFL teachers have shown a positive attitude towards using multimedia in ELT classes. According to the results shown in Table 1., they generally think that multimedia has great advantages in the educational process. The majority of teachers strongly agreed to the items of the teachers' beliefs and attitudes about multimedia use questionnaire. This shows that Iraqi EFL teachers' beliefs about multimedia are optimistic and from this result, it can be assumed that multimedia is welcomed to be used by Iraqi EFL teachers. Due to the great advantages that multimedia offers to the education alongside the history of multimedia use in education, Iraqi EFL teachers show a positive attitude toward its usage in ELT classes. It has also resulted from the facilities multimedia can offer in learning and teaching process, which makes Iraqi EFL teachers have a strong interest in using multimedia in ELT classes. Despite the fact that multimedia is a new method for older teachers and their lack of skills in using multimedia appropriately they show a very positive attitude towards the use of multimedia. Besides, although Iraqi schools have been equipped with less multimedia

environment for teachers, they still think of multimedia as a good way to develop English language learning.

The results from the current study are in line with the results of Al-zaidiyeen and Mei's (2010) study, which aimed to investigate the Jordanian teachers' level of multimedia use and their attitudes about multimedia use. The result of the study showed a positive attitude of Jordanian teachers for the use of multimedia in their classes. The results of the study are also in line with the study of Czerniak (1990) who investigated teachers' beliefs about using educational technology in sciences classrooms, he also found that the participants have a positive attitude towards the use of technology in the classrooms.

5.3. Discussion for research question two #2- What are Iraqi EFL teachers' actual practice of using multimedia in their own classes?

According to the results of the multimedia use questionnaire, Iraqi EFL teachers dramatically showed a less interest in their daily usage of multimedia tools. It was determined that they had a low level of multimedia use in their own classes. This can be the result of several aspects such as being less acquainted to the multimedia tools, the lack of instructional courses about multimedia and specialized supervisors to observe teachers in case of their commitment to their usage of multimedia tools. It's also known that Iraqi schools haven't been provided with all the necessary multimedia tools which teachers have to undertake to empower their level of multimedia use. As shown in the results, the non-multimedia tools *Boards* and *Printed Materials (journals, books, work sheets etc.)* are the most frequently used tools among Iraqi EFL teachers. This interesting result can shed lights on their acceptance of the traditional teaching methods which can be the result of their lack of experience and skill about multimedia tools, or their lack of access to the multimedia tools, or their lack of time in order to fully integrate multimedia tools in their classes.

In order to support the results of the present study, the results are compared to the Al-zaidiyeen and Mei's (2010) study. The results of both studies are similar by showing a low level of multimedia use by both Iraqi and Jordanian EFL teachers. The results of this present study are different from the results of Sim and Theng's (2007) study, which was done on 212 Science and Mathematics teachers from 18 secondary

schools in Kuching, in the state of Sarawak, Malaysia. The results of the study found that the participants have a good practice of multimedia. However, factors like lack of time and lack of technical support and limited knowledge to fully integrate multimedia in teaching were causing some problems for them.

5.4. Discussion for research question three #3- What are Iraqi EFL teachers' perceptions about their own use of multimedia?

The perceptions of Iraqi EFL teachers about the multimedia use in their own classes show a moderate agreement to the facts that multimedia is beneficial in teaching and learning process and that it can speed up the learning process. Teachers are the main agents of alteration and change. It is true that Iraqi EFL teachers believe that multimedia use is a good idea in teaching but as the results revealed that they don't have adequate experience and skills with multimedia and are not effective agents to integrate multimedia into the curriculum. The item *I can answer any question my students ask about computers* indicates Iraqi EFL teachers' lack of adequate knowledge about using computers. According to this finding, it can be said that they are inadequate and inexperienced about multimedia use. In order to be able to use and integrate multimedia into education, teachers need to be effective agents and have enough experience and skills.

The results and findings of this research are similar to the results of the study done by Zhao, Pugh, Sheldon, and Byers (2002), which they stated the results as follow: "teachers need to know the affordances and constraints of various technologies and how specific technologies might support their own teaching practices and curricular goals. They also need to know how to use technologies" (p. 511).

5.5. Discussion for research question four #4- Are there any differences in Iraqi EFL teachers' beliefs about multimedia use and their actual practice?

The results of the study showed that there is a difference between Iraqi EFL teachers' beliefs about multimedia use and their actual practice of multimedia. The findings proved that the Iraqi EFL teachers strongly agree that multimedia is good and beneficial when integrated into teaching; however, the results revealed that they do not use multimedia as much as they think. The level of Iraqi EFL teachers' practice of

multimedia was found to be lower than their beliefs and self-perceptions of multimedia use. This result can be due to several factors as explained in the earlier discussion for the first research question. Iraqi EFL teachers' low level of multimedia use in their classes could be a result of their inadequate skills and experience of using multimedia, or lack of enough time to fully integrate multimedia in teaching, or lack of multimedia tools to be used in language teaching.

In order to support the results of this present study, the results were compared to Rostami, Akbari, and Ghanizadeh's (2015) study, when they tried to investigate preservice teachers' attitudes and perceptions of multimedia practice in ELT classes, the results of this study were identical to their study, in both studies the attitude of the participants towards multimedia use is positive and their level of multimedia practice is lower than how they think good about multimedia use. The results of this study are also identical to Levin and Wadmany's (2006) study, who aimed at investigating teachers' beliefs and practice of technology in technology-based classrooms. He found that the participants had low level of technology practice and they carried positive attitudes towards technology usage.

5.6. Discussion for research question five #5- Are there any differences in Iraqi EFL teachers' beliefs, attitudes, and practices in terms of gender and years of experience?

The findings of the study reported that Iraqi EFL female teachers had a more positive thinking about the use of multimedia than males. As beliefs, female teachers think of multimedia as an advantageous, beneficial, and supportive method in the educational process, they are more optimistic about using multimedia in teaching, but this doesn't mean that they are ready and hands-on users of multimedia when it comes to practice. This result has an interesting contradiction of Iraqi EFL female teachers' beliefs and practice. Because they tend to have less practice of multimedia than of what they think about multimedia use.

The result of this research question might be a cause of Iraqi EFL teachers' commitment to teaching, typically, Iraqi female teachers are always more considerate and worried about the way that they deliver knowledge, they think of the best ways to deliver information to their students. On the other hand, Iraqi male teachers are less

considerate about the use of multimedia when compared to female teachers; they look for easier ways of teaching than the quality of teaching. Thus, for this reason, Iraqi EFL female teachers try to choose more fun and effective ways of teaching and it can be claimed that they find multimedia use as an appropriate way of teaching.

The findings of the present study reported that Iraqi EFL female teachers have a higher level of multimedia use than male teachers. Female teachers showed a slightly more interaction with multimedia tools according to the higher mean of multimedia use items questionnaire. To discuss this result, we need to take into consideration that female teachers are generally more worried about the quality of teaching than male teachers. Therefore, this can make a comparison between female and male teachers' experience and skills of multimedia tools. Female teachers tend to be more stressed in using multimedia tools than male teachers. The use of multimedia tools for male teachers can be easier than female teachers, due to more familiarity in the field of technology and their interest towards multimedia tools. Besides this fact, female teachers are more active in their commitment to multimedia tools usage. Looking at the former research question's results about the differences in teachers' beliefs about multimedia, it was reported that female teachers have a brighter insight about using multimedia than the male teachers. Looking at the current research question's results, it is claimed that male teachers use multimedia tools less than female teachers which makes it clear that male teachers have difficulty in their usage of multimedia tools. Whether this is a result of them being unfamiliar and anxious about multimedia tools or lack of multimedia tools or lack of multimedia training courses to train male teachers to be more skilled and stress-free about their usage of multimedia tools.

The findings of this study are identical to the Almekhlafi and Almeqdadi's (2002) study, which was done on 100 teachers from Al-Ain Educational Zone, Abu Dhabi. The results found that female teachers are more familiar with technology and their attitudes are more positive, besides their level of multimedia interaction found higher than the male teachers.

According to the results, teachers with 1-5 years of experience showed a more positive attitude towards the use of multimedia in their classes than other teachers with different years of experience. Teachers with 15-20 years of experience seemed to have

a less positive attitude towards the use of multimedia in their classes. The reason behind this could be teachers with 1-5 years of experience are younger teachers and they can be known as digital natives, while teachers with 15-20 years of experience are meant to be older teachers and can be called as digital immigrants. They might be experiencing something new that adds to their commitments. Therefore, their beliefs about multimedia were found to be less positive than other teachers with different years of experience.

The results showed that Iraqi EFL teachers with 10-15 years of experience have a higher level of multimedia use than other teachers with fewer years of experience, and teachers with 1-5 years of experience have a lower level of multimedia use than other teachers with more years of experience. The results showed an interesting contradiction of Iraqi EFL teachers with 1-5 years of experience and teachers with 10-15 years of experience in their beliefs and their use of multimedia. Teachers with 1-5 years of experience think of multimedia as advantageous and their level of use of multimedia is not as high as they think of multimedia as a good way of teaching. While teachers with 10-15 years of experience don't think of multimedia as good as other teachers with fewer years of experience, they have a higher level of multimedia use. The contradiction is made to the expectations and assumptions. Teachers with fewer years of experience are expected to have a high level of multimedia use due to their good experience in the field, and because they are digital native, their insights about the use of multimedia are optimistic, while teachers with many years of experience are meant to have a lower level of interaction with multimedia tools due to their lack of experience in the field. The result could be a reason of their commitment to their job and their supervisors' observation and obligation to multimedia use in the teaching system. Despite the fact that they find multimedia a little bit annoying and hard to deal with compared to other teachers with fewer years of experience. Previous studies were limited to support the results of this study.

The results of the current study are in line with the results of Gorder's (2008) study, in his study, he tried to investigate teachers' perceptions of instructional technology integration in the classrooms. He aimed at investigating teachers' perceptions of instructional technology in terms of participants' gender and years of experience, his results were different from this present study results by showing that

there was no difference in teachers' perceptions of instructional technology in terms of gender and years of experience.



CHAPTER VI

CONCLUSION

6.1. Presentation

This chapter presents the summary of the present research according to the findings of the research questions; it also concludes the whole research. Furthermore, it presents some implementations and recommendations for further study in the same field.

6.2. Summary of the research

The purpose of this study was to investigate Iraqi EFL teachers' beliefs and practice of multimedia in ELT classes. The study was conducted in Iraq, it was done in Iraqi EFL teachers in the fall semester of the 2016-2017 academic year. The participants were 103 teachers (64 females and 39 males). Before conducting this study, a pilot study was done with forty-two teachers. The reliability of Teacher ICT Usage questionnaire was found .76, and it was found .77 for Teachers' Attitudes.

The data collection was done through distributing two questionnaires on Iraqi EFL teachers, 42 responses were collected through Google docs, and other responses were collected through visiting schools. The questionnaires were Teachers' ICT Usage Questionnaire which consisted of two parts each of which was composed of three Likert's scale. On the other hand, Teachers' Attitudes questionnaire had five Likert's scale. The obtained data were analyzed using SPSS V.22. Descriptive statistics, in general, were used to analyze the research questions.

The present study can be summarized by presenting all the findings of the research questions. The findings of the study reported that Iraqi EFL teachers generally have a positive attitude towards the use of multimedia in their classes, they think of multimedia as a great way to teach their students, and they have optimistic beliefs about multimedia use in ELT classes. Nevertheless, their practice about multimedia is not as good as their beliefs and attitudes; they have a lower level of multimedia practice in their classes. However, the perception of Iraqi EFL teachers about their own practice of multimedia shows a positivity and willingness in using multimedia tools in their classes, but, their lack of experience was a clear result of their low level of multimedia use. Teachers are the center of change, in order to let the change happen, the teachers should have a good experience in what creates the change which is multimedia. The teachers lack some skills and experience in their use of multimedia.

Furthermore, Iraqi EFL teachers seem to have an interesting difference between their beliefs about multimedia use and their practice of multimedia; they think of multimedia as new, good technique to be integrated in the system of teaching but their level of multimedia practice is not as high as their optimistic beliefs about multimedia. However, Iraqi EFL female teachers think of multimedia as interesting in teaching and they are more positive about multimedia use when compared to male teachers. Hence, Iraqi EFL male teachers draw a contradiction in their beliefs and their practice of multimedia, because, they don't have a good practice of multimedia, and at the same time they have brighter insights about multimedia. Female teachers practice multimedia more than male teachers, their level of multimedia use is higher than male teachers, while they are more optimistic about multimedia use than male teachers. Consequently, Iraqi EFL teachers with 1-5 years of experience have a great insight of multimedia, and they are more optimistic about multimedia than other teachers with higher years of experience, and teachers with 10-15 years of experience are more positive about multimedia use, they are not as much optimistic as other teachers with fewer years of experience. Finally, the teachers with 10-15 years of experience have a more practice of multimedia than other teachers with fewer years of experience which makes an interesting contradiction in their beliefs and in their practice of multimedia, by showing their low level of positive thinking about multimedia use and their high level of multimedia practice, at the same time, teachers

with 15-20 years of experience have a lower level of multimedia practice in their classes.

6.3. Conclusion

To conclude the present study, it's necessary to mention what this study aimed to investigate, the present study aimed to find out Iraqi EFL teachers' beliefs and their practice of multimedia use in ELT classes. The study also tried to find out the differences between their beliefs about and their practice of multimedia in their own classes, furthermore, it tried to find out their perceptions about their own use of multimedia, the study has tried to find out the differences between male and female teachers according to their beliefs and practice of multimedia use. Finally, the study tried to find out the differences in their beliefs and practice according to their years of experience.

The results of the present study reported that Iraqi EFL teachers have a positive attitude towards the use of multimedia, generally, they think of multimedia as beneficial tool and technique to be integrated into teaching. The results also found that Iraqi EFL teachers don't have a good practice of multimedia use, due to some factors Iraqi EFL teachers have less practice of multimedia in their classes, factors could be the lack of multimedia tools provided by Iraqi ministry of education for schools, or maybe the lack of time to fully integrate multimedia into teaching system, or maybe not providing teachers with training courses about multimedia tools and this causes them to be stressed and feel anxious when it comes to using multimedia. As approved by other researches, multimedia is a successful technique to be employed in teaching, thus, to enhance system of teaching in Iraq, the ministry of education must provide schools with necessary multimedia tools and give training courses in order to make teachers experienced and skilled in multimedia use.

The findings reported that Iraqi EFL teachers' perception about multimedia show a positivity towards their own use of multimedia in their own classes, teachers showed that multimedia is a good way to teach, but they showed their inability in using multimedia tools, it can be a result of their lack of experience and skills in using multimedia tools. Furthermore, the study found out the differences between Iraqi EFL teachers' beliefs and practice of multimedia according to their genders, the female

teachers tend to have more positive thinking of multimedia and higher level of multimedia practice and male teachers tend to have less positive thinking of multimedia use and lower level of multimedia practice. Finally, the study found out the differences in teachers' beliefs and practice of multimedia according to teachers' years of experiences, the teachers with 1-5 years of experience are more optimistic about multimedia use but less active users of multimedia, while teachers with 10-15 years of experience are less optimistic about multimedia use but they are more active users of multimedia tools in their own classes.

6.4. Implications of the study

This present study gives some implications for Iraqi EFL teachers, according to the findings, the following implications can be recommended;

The findings of the present study propose that multimedia in-service training courses are needed to help teachers master multimedia tools usage in order to be able to fully integrate multimedia tools into teaching.

The findings of the study suggest that the ministry of education explore the problems that teachers face while trying to implement multimedia into teaching. The ministry should investigate teachers and give appropriate solutions to the problems they face in order to provide a multimedia integrated education environment.

The findings also suggest that the ministry of education provide Iraqi schools with all the necessary multimedia tools in order to help Iraqi teachers to have a better interaction of multimedia tools while presenting their lectures.

6.5. Recommendations for future study

The present study offers some recommendations for further research, the following recommendations are suggested:

1. The number of teachers participated in the study was 103 Iraqi EFL teachers; a study with a larger population could be done in order to get better results and generalize the findings.

2. The current study did not interview the head of education for problems they face in the integration of multimedia in education. In order to be more aware of the obstacles causing problems in multimedia integration, a further study should include interview with the administrative body in ministry of education for better and clearer results.
3. The questionnaire used to identify teachers' practice of multimedia consisted of some rarely used multimedia tools; a new questionnaire with more frequent multimedia tools could be developed.
4. Further studies should be done to investigate teachers' practice of multimedia practically such as observations and grounded studies rather than using a multimedia practice questionnaire and the effect of using multimedia on students' performance should be also investigated.
5. The present study investigated teachers' beliefs and practice of multimedia, a suggestion for further study in this area is to let the students participate in the study.

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APPENDICES

Appendix I. Questionnaire

Teachers practice of multimedia in EFL teaching and Teachers beliefs of using multimedia in EFL teaching Questionnaires

Dear teachers,

You are invited to participate in this survey which aims at investigating teachers' practice and teachers' beliefs of multimedia in EFL teaching. Your sincere insight is highly valued for this study.

Thanks for your kind participation

Background information

Fill in the necessary information, please.

Gender: Male Female

Age:

Years of experience

1-5 5-10 10-15 15-20

Graduate degree:

Teachers practice of multimedia in EFL teaching questionnaire

How often do you use multimedia tools in teaching?

Usage of multimedia tools and materials	Frequently	Sometimes	Never
Board			
Overhead projector			

Opaque Projector and/or Document Camera			
Multimedia Computer			
Computer-projector system			
Internet/WEB environment			
Television/Video			
Radio cassette recorder			
Video Camera			
Slide Projector			
Printed Materials (journals, books, work sheets etc.)			

Perceptions about use of multimedia	Agree	Neutral	Disagree
I don't use computers as much as other resources (books, overhead projectors etc.) for instructional purposes.			
I know what to do for using computers in instructional environments.			
I am aware of the opportunities that computers offer.			
I can answer any question my students ask about computers.			
I am not sure that I am computer-literate for use computers in my classes.			
I don't want to use computers.			

I think that I can use instructional technologies in class activities more effectively day by day.			
I believe that tools like e-mail, forum and chat will make communication with my colleagues and students easier.			
I think that technology supported teaching makes learning more effective. I think the use of instructional technologies increases the interest of students toward courses.			
I think the use of instructional technologies increases the quality of courses.			
I think that usage of instructional technologies makes it easier to prepare course materials (assignments, handouts etc.).			
It is hard for me to explain the use of computer applications to my students.			
I can handle different learning preferences of my students having different learning styles by using instructional technologies.			
I think multimedia makes effective use of class time.			
I think using instructional technologies makes me more productive as a teacher.			
I think that using multimedia makes it easier to reach instructional resources.			

I don't prefer to be assessed about my instructional technology based applications by any other professionals.			
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Teachers beliefs of using multimedia in EFL classes

Strongly agree = SA, Strongly Disagree = SD, disagree = D, Agree = A,

Undecided = UN

Questions	SA	SD	D	A	UN
1. Use of multimedia will help me organize my work					
2. Using multimedia would make subject material more interesting					
3. Multimedia tools save time and effort					
4. Using multimedia is enjoyable					
5. Multimedia makes me much more productive					
6. Teaching with multimedia offers real advantages					
7. Computers have proved to be effective learning tools					
8. Computers can enhance students' learning					
9. I would rather do things by hands than with a computer					
10. Multimedia use will improve education					
11. Using multimedia does not scare me at all					
12. I do not like talking with others about multimedia					
13. I like to use multimedia in teaching					
14. Multimedia tools are fast means of getting information					
15. I would like to learn more about multimedia					



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