

Use of Multimedia Technology as a Supplementary Teaching Tool to enhance the Teaching English, from Professors' perspectives

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Abstract:

This study investigated the use of Multimedia Technology as a Supplementary Teaching Tool to enhance the Teaching English. a descriptive analytic research method was used. a questionnaire was designed as data collection tool, aiming at achieving the objective of the study, the population of the study is English Language Teachers at Sudan University of Science and Technology, Comboni College of Science and Technology, Omdurman Ahlia University and some institutions of learning in Khartoum. The data being responded to by the English Language Teachers who were selected randomly, have been analyzed using Statistical Package for Social Science. The results of this analysis proved that the Multimedia Technology as a Supplementary Teaching Tool Can be used for Better English Language Teaching Teachers' Views. Furthermore, using multimedia technology makes the classrooms more interactive, dynamic and attractive which in turn facilitates the process of teaching and learning. lastly, the researcher finalized the study with the conclusion.

keywords: Technology, Multimedia, Cognitive Psychology, Audiovisuals, Animation

استخدام تكنولوجيا الوسائط المتعددة كأداة تعليمية تكميلية لتعزيز تدريس اللغة الإنجليزية من وجهة نظر الأساتذة

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المستخلص:

الغرض من هذه الدراسة هو التحقق من فاعلية استخدام تقنية الوسائط كأداة تعليمية تكميلية لتعزيز تدريس اللغة الإنجليزية لتحسين تدريس اللغة الانجليزية في الجامعات والمعاهد

العليا حيث اتبعت الدراسة المنهج الوصفي التحليلي لتحقيق الاهداف واثبات فرضية الدراسة، كما تم تصميم الاستبيان كأداة لجمع البيانات ووزعت خمسون نسخة منها على اساتذة اللغة الانجليزية في بعض الجامعات والمعاهد في ولاية الخرطوم. كلية كمبوني للعلوم والتكنولوجيا وجامعة مدرمان الاهلية وجامعة السودان للعلوم والتكنولوجيا بالإضافة الي العديد من مراكز تدريس اللغة الإنجليزية وقد تم تحليل البيانات باستخدام برنامج التحليل الاحصائي حيث اظهرت نتائج التحليل الاحصائي ان استخدام تقنية الوسائط المتعددة كأوسيلة إضافية لتحسين تدريس اللغة الانجليزية يسهل في تدريس اللغة الانجليزية وإستيعابها بصورة إيجابية ويخلق بيئة تدريس تفاعلية محاكية للواقع داخل حجرة الدراسة كما انها عاملا يشجع الطلاب على تطوير مهارات اللغة الانجليزية. **الكلمات المفتاحية:** التكنولوجيا، الوسائط المتعددة، علم النفس المعرفي، المواد السمعية والبصرية، الرسوم المتحركة.

1. Introduction

The twenty first century is an era of globalization and information technology, playing a key role in various aspects of people's day to day life. the Information Technology systems come in the shape of many technologically advanced devices, helping deliver important information to managers who in turn, use this information to make a crucial decision regarding the operations of their organization. Information Technology as could be defined as the process of using technology in all forms to present information to a target audience, can come in the form of computers, robots, sensors, and decision support systems, for instance the computers have revolutionized the life and the way we live. Computers have a significant ability to do things quickly and accurately. It can perform many millions of calculations per second or analyze large volumes of data. Use of computer has spread into many industries, banking, communication, energy, health-care, education, languages teaching and learning.

People leverage so many applications produced by the software programmers in this era, the "information age" ranging from conducting activities such as business, collecting information, searching for jobs and etc. The online web based application can provide both teachers and learners with sources of information.

In fact, one of these information technology applications is the multimedia which may be defined as a computer program that includes text along with at least one of the following; audio,

sound, music, video, photographs, 3D-graphics, animation and etc., having considered rapid growth of science and technology, the use of multimedia technology in language teaching has created a favorable context for reforming and exploring English language teaching models in the new age. This trend features the use of audio, visual, and animation effects in the English language teaching classrooms. Multimedia technology plays a positive role in improving activities and initiatives of students and teaching effect in the classrooms. Educational institutions all across the globe have already started implementing technology in education as well as the growth of the Internet has facilitated the growth of the English language so in this sense, the Multimedia technology as a supplementary modernized interactive teaching tool can be used for better English Language teaching EFL.

So long as the teaching methods are concerned, the traditional English teaching method in which visual aids are not used are less effective in the English Language classrooms.

Now, with the use of multimedia technology applications; the audio visual, animation, simulation, YouTube videos and etc., the English language teaching has become motivated and easified to achieve the goals of the English Language teaching. The cognitive Psychology studies have shown that 94% of the information learned through the visual and the auditory access, of which 88% is obtained through the vision, 12% through hearing.

In this regard, the effective coordination of multimedia in English Language teaching would deepen and strengthen the understanding of EFL students' linguistic potentials.

Multimedia has broken through the traditional "blackboard and chalk" teaching style. It has conquered the drawbacks of traditional teaching, changing the boring contents into funny, visual, audible, and dynamic ones. Multimedia English teaching combines text, images, audio and video together making English teaching colorful and interesting so as to attract the attention of students and stimulate students' interest in English learning.

These modernized digital tools would create almost real life scenarios or situation in the learning classrooms to help acquiring new English vocabularies, getting used to the syntactic structure, pronunciation and etc. which in turn, can contribute to the efficiency in English Language teaching.

As a matter of fact, there are many methods of English Language teaching- EFL used in Sudanese universities, though, some of these methods such as grammar translation method or audio lingual method are designed by the experts to facilitate the English Language teaching, have not incorporated the use of multimedia technology as supplementary teaching tool to convey the message to the EFL learners. Therefore, the researcher aims at investigating how the multimedia technology can be used for better English

Language teaching

2. Literature Review

2.1 what is Technology

(www.edu.gov,2006) defined technology as “tools, instruments, machines, systems, processes, and environments developed by humans to live in and manage our natural environment.”

2.2. Multimedia Definitions

(Brooks, 1997: 17) has defined multimedia as the integration of various media types for the Educational purposes. (Greenlaw and Hepp, 1999: 44) illustrated multimedia as the representations of

audiovisuals:

2.2.1 Components of Multimedia:

the multimedia consists of various elements or components, namely text, graphics, animations, sounds, and videos, having different contribution, depending on the positive impact each component has in the English language teaching and learning process.

Vanghan, T. (2004) cited in Zhang, Zhen. (2016:183) explained and defined the multimedia components as follow

Text. It is core element in all multimedia applications or presentations that are used to catch the readers’ attention, using various style and size.

Animation. Animation is 2-D or 3D images demonstration or fast movement

Sound. Simply sound might include speech, music, or any other sound that is programmed, stored and produced by computers or digital devices.

(Vanghan, 2004) underlined that Video is the visual broadcasting images or moving objects.

Wright, A. (2003) cited in Zhang, Zhen. (2016:183) stated that Graphics implies the visual representations in form of pictures or diagram, moreover it refers to the images shown on a screen.

Having based on the multimedia definitions and the core elements of the multimedia, it is to be noted that, the multimedia is a medium of communication whether visual or audio, comprising various forms and style. With the evolution of ICTs, information and Communication Technologies, these devices have changed and developed so rapidly. the multimedia applications have cast shadows on every aspect of human life whether in business, Education or in language teaching and learning. this type of modern technology brought significant changes in the field of language as well as medical studies.

The two core elements of multimedia technology known as Audio and Visual are so supportive, enjoyable and interactive teaching aids or tools in field of language teaching and learning. The integration of media technologies into teaching would the whole teaching atmosphere in the class room, increasing the productivity of both processes, that is to say teaching and learning.

2.3 A brief History of Multimedia Use in Teaching

to start with, the sweeping change brought by modernity and globalization over years had given birth to digital revolution, changing almost the aspects of the human social life, including the education sector, so long as we talk or tackle the multimedia, term often known as CALL (Computer -Assisted Language Learning) is not to be overlooked.

Warschauer, M. and D. Healey. (1998: 31: 57–71) categorized the backdrop of the Computer-Assisted Language Learning CALL into three different periods, each of which had a target and emphasis of its own perspective and justification. these periods or stages are Behaviouristic CALL, having adapted in 1960s and 1970s being based on the Behaviorist theory. Then , the Communicative CALL stood up in late 1970s and early 1980s, focusing on the communicative teaching method in order to help the learners to generate words and expression, rather than only repeating the language ,then , late the last came in , the Interactive CALL , a model that had incorporated the progress of multimedia computer and the internet , integrating various technologies ,serving out as effective and comprehensive tool for language learning and teaching in which the teachers moved up from the communicative aspect of how the language is taught , to a more social way , putting the emphasis on the authentic social setting.

2.4 The significance of Multimedia in English Teaching

Solanki,D. Shyamlee. (2012:151)

1. *To cultivate students' interest in study*
2. *To promote students' communication capacity*
3. *To widen students' knowledge and to provide an insightful understanding of Western culture*
4. *To improve the effect of teaching*
5. *To improve interaction between teachers and students*
6. *To create context for language teaching and to provide flexibility in course context*

2.5 Cognitive Psychology:

M. W. Matlin. (1989) cited in Gilakjani,Abbas Pourhosein. (2012:60) reported that the language teacher's task , is not only to load the students' mind with the knowledge of the language ,but rather to rise up their interest and desire to learn , so the multimedia technology , having considered the multimedia components , could drive their interest and attract the learners to learn the language , since these components namely as text, sounds ,animation,

graphics, videos and etc. , may create an interactive and dynamic English language classroom.

V. L. Trylong. (1987:21, 112-126) observed that there have been different percentages of how the information and knowledge of the language could be received through the five human senses, according to the cognitive Psychology 83% of the information is obtained depending on visual register, 11% is received based on the auditory register. the only other left out portion, is 6% which is shared by other organs as 3.5 % is got through olfactory, 1.5 % obtained through tactile organ and the taste organ occupies 1 %. so the multimedia language class can provide or offer multiple ways to convey the information, these two mind registers, visual and auditory provoke outer stimuli to let learners acquire the language knowledge.

2.6 English teaching Methods:

Anthony, Edward M.(1963:63-57) pointed out to a philosophy of language teaching in the three different notions namely as approach, method and techniques, being depicted as building blocks of philosophy of teaching. starting from the top down process which is the highest point in the entity where the notion approach stands to deal with the governing theory of language and language teaching, the second notion is the method being defined as a specific arrangement for teaching depending of governing theory(approach) , the third notion that lies at a bottom of the entity is the technique known to be as measures and ways taken to put the teaching arrangements (method) into practice based on the governing theory of language.

as a matter of fact, there are various teaching methods used by language instructors in the field of EFL, but the researcher focuses only on the following teaching methods to meeting the purposes of this study

2.6.1 The Grammar Translation Method (GTM):

Larsen, Freeman, D.(2000:11-21) stated that the Grammar Translation Method or GTM happened to be given various names

over period , it was known as classical method since it was used in teaching of classical languages, the idea behind this method has been built upon the belief that the study of the grammar of the target language as well as the translation would make the grammar of the native language more easy because the purpose of this method is to read literature of the foreign language and the aim is to translate the target language into native language text, furthermore, the author went on some of the advantages and disadvantages associated with this type of teaching method . as being explained, some of the GTM advantages are the metaphorical expressions and the abstract words are better understood in the native language since translation is possible in this method in which students are taught books and texts in their native language. on the other end, as being reported by the author, some of the disadvantages of GTM are speaking and listening language skills are neglected since the attention is only paid to reading and writing skills. students do not participate actively in this method learning used by the instructor because the interaction is only depending upon the teacher whose role is as authoritarian, having in consideration the assessment done by the language instructor on the students' accuracy and performance is carried out in form of asking them to translate a written text from their mother tongue into the target language or vice versa.

2.6.2 The Communicative Language Teaching Method (CLTM):

Larsen, Freeman, D. (2000:121-133) indicated that over years of experience, language educators had observed that communicating competently as being students of foreign language does not only need the knowledge of syntactic structure of the target language , for students happened to be knowing the rules of linguistic, but they still were unable to use language communicatively, this remark made by the language instructor paved the way in shifting the emphasis in late 1970s and early 1980s of how the language should be taught communicatively ,having place the communica-

tive competence at the top down process. some of the advantages reported by the author are the role of a teacher is a language facilitator, since the main aim of this method is to enhance the learners' four language skills in a way that they use the language communicatively ,so far students are made to have opportunities to participate in the classroom activities through pair work, role play etc, using language productively and receptively , they are given authentic language material as real text , newspaper etc in order to read and elicit out they mean ,being able to perform this task or any task related text ,is a part of communicative competence .so long as their homework is concerned needless of being listening to the discussion on radio or watching it on the TV, students comprehensive skills are drastically boosted out. the communicative language teaching method Places strong emphasis on how students should be motivated by providing them with chances to express their thoughts opinions, feeling etc., having considered the theory on which this teaching method is based, that is to say helping and enhancing the language learners to use the target language communicatively. The students' performance process is assessed using formal test or informal test as in the role play in which the teacher is a co-communicator.

2.6.3 The Audio-lingual Teaching Method (ALM):

Larsen, Freeman, D. (2000:35-47) highlighted that the ALM or as it happened to be called also, Audiolingualism, had had the Psychological basis known as Behaviorism. The ALM placed emphasis on listening and speaking language skills, historically, the Audio-lingual Method was deeply rooted in the USA military need, having used to train the personnel of various languages, gaining the attention in 1950s.

the Audiolingualism or Audio-lingual method has been characterized by helping the students to learn the target language being taught in the classroom through the oral based materials, dialogs, conversation and etc. where the language instructor uses actions, photos, realia and etc. to give meaning to the words and expres-

sion used in the classroom in which both students and teacher use only the target language, since the main goal of the ALM language instructor's , is to help the students to communicate in the target language , involving them in the oral communicative activities within the classroom setting, performing various communicative exercises in which the teacher's role is like a music band leader and the learners are the imitators of whatever is being listened or being watched in the tapes .videos or any material provided by the ALM teacher. So far, students are given opportunities to repeat and mimic what the teacher is saying, positive reinforcement is done by the teacher to encourage the learners.

no single formal test is carried out in this ALM classroom but rather the teacher may ask his students to produce correct verb form in sentence as a technique to assess their language performance.

2.6.4 The Direct Method (DM):

Larsen, Freeman, D.(2000:23-30) reported that the Direct Method is a method of teaching a foreign language through conversation, discussion and reading where the aspect of meaning is to be made easy and explained by the teacher in the target language itself, having the basic principle that neither translation nor native language are allowed to be used in the classroom. Other teaching aids are used in this method such as pictures, visual aids and etc., putting emphasis on listening and speaking skills. as the name could suggest, the direct method, whatever, learning activity to be carried out, should be done in the target language, because the main goal of this method, is to help enabling the students to communicate in the target language. so long as the direct method is concerned, the teacher-student relation is defined as being partners. this method is characterized by the following features:

- No translation is used
- Teaching the language is by the use more than by rule
- Students are motivated to speak in the target language
- language is used inductively

- Reading and writing as language skills are covered based on what the oral activities are, since the direct method focuses on the listening and speaking skills of the target language. The students' performance and accuracy are assessed by the teacher either by the oral interview exercise based or asking them to write down passage based on what have been taught earlier in the lesson.

2.7 Emerging use of Technology in Language Teaching and Learning:

Larsen, Freeman, D.(2011:250-267) stated that , there are two points to be considered when we focus on the technology for language, namely technology as teaching resource and as enhancing learning experience, so looking at the first one , technology as teaching resources , there are many online platform enabling language teachers to find authentic , written , audio and visual teaching resources , being added to the technological tools to be used by many teachers.

So the role of the teacher in the language learning classroom, using technology as a method of language teaching, is to use technology to support the students' learning process, as well as planning the students' activities to be carried via technical mean online, since the students work on the material coming from the online interaction with other.

This method is characterized by the concept of learning the language through the use of technology, language is emergent and dynamic, also, the teacher does not pay attention to the certain language items, instead, the teacher responds to the language emerging as the result of the students' online work.

The language activities involve reading and writing, a certain portion of time is given to speaking and listening, since computer require using the skills of reading and writing, compared to listening and speaking, depending on the types of the technology used, furthermore, the students' performance and accuracy are done by teacher via online.

2.8 The Previous Studies :

Algahtani , Ebtesam.Thabet.(2014) tackled in her study the effects of the use of YouTube video as teaching tool to enhance Saudi EFL students on their listening comprehension language skill at third grade Al Argam Saudi Private school for females , aiming at how far and positively this supporting teaching tool could enhance the learners comprehension skills , compared to the tradition Audio method.

The researcher used the experimental group, consisting of (14) students having taught, using YouTube video platform, and the control group of (12) students being taught, using tradition Audio method.

This previous study covered only a part of the current study, the use of one segment or part of the multimedia, known as YouTube platform in English Language teaching to enhance the learners' listening comprehension skill which is on among the other three language skills. her study proved that using the YouTube based video as teaching tool in the EFL class could definitely have positive results on the learners' comprehension language skill as well as playing a role as motivating factor to develop this kind of language skill.

Amine,Bouzar.Mohammed.(2012) has come across the use of Multimedia in motivating the EFL students , and to what points the integration of this type of digital technology impact the process of language teaching and learning as well.

The researcher's study was conducted for the Master degree university students at Med Seddik Benyahia University, Algeria, where he used the questionnaire as data collection tool. the study revealed that the use of Multimedia, the technological material in the EFL classroom, could motivate the EFL students as well as making the lesson presented, using multimedia more enjoyable and effective.

This previous study had agreed with the current study in the method being used as data collection tool , that is to say , the ques-

tionnaire , but it differs in what does each study aim to achieve , the previous study tried to test out the motivation , the multimedia could drive in EFL classroom , in particular , to motivate the students , whereas the current study aims at testing out how far could the use of Multimedia technology be used for better English language teaching process , including the whole skills that the EFL learners are supposed to acquire . this previous study found out that these digital devices are highly needed in the EFL classroom to motivate the learners.

Mohammed,Nahla.Mohyeldeen.(2012) conducted a different language prospective , regarding the evaluation of the multimedia technology in teaching listening at secondary school for girls Afif,city-KSA . the researcher used a descriptive analytic research method to achieve the purpose of the study, using a questionnaire as data collection tool. the study had proven that using the multimedia in teaching the language listening skill would have positive impact on developing the listening skill as well as enhancing the language communicative competence. Furthermore, it could meet the needs of the both the teacher and the language learners as well.

Feilong ,Chunyang Liu.(2014) analyzed the advantages and disadvantages of multimedia used in field of College English Teaching as being compared to the advantages and the disadvantages of tradition teaching method in some universities in China, furthermore , his study is a comparative analytic language study , focusing on how could the multimedia teaching as the assistant teaching method be incorporated with the tradition teaching method , pursuing a new teaching style in order to improve language class efficiency, having considered the fact that , in tradition teaching method , the focus in only known as Teacher-Centered way , compared to the multimedia teaching where the focus on the students participation and interactions , under the guidance of the teacher .This previous study agrees with the current language study in a way of using the multimedia as supportive tool in English Language Teaching. this previous study has proven that the incorpo-

ration of multimedia in the tradition teaching method could obtain the best and effective teaching approach.

Thamarana. Simhachalam.(2016) highlighted what role does the multimedia resource play in the process of language teaching and learning , considering the boom out in the Science and technology which paved the way for the emerging and developing of this type of multimedia technology and its well-known application such as Audio-Visual aid , animation being brought into English teaching and learning process as an attractive and dynamic platform ,contributing to learners language communicative competence . This previous study focused on both teacher and learners' positive impact, the multimedia can definitely play, having in mind the teaching values or the potential values that multimedia can bring. this study showed that the multimedia could raise up the interests of the learners, enhancing the learners' understanding of the language, moreover, it increases the memorability of the language learners, at the other end, the multimedia could enable the language teachers to have considerable portion of flexibility, making teaching and learning more meaningful as well as attractive.

Zhen,ZHANG.(2016) had investigated the use of Multimedia in English Teaching ,focusing on so many points ,being considered as important bedrocks of why multimedia should be integrated with the language teaching method as supporting tool to stimulate the language learners , believing that the information technology application brought up sweeping change in Education , in particular , in the field of English Language teaching , serving both goals and shifting the focus from the teacher-centered way where the students are seen as passive English learners to students-activities based where the students are seen as active English learners , communicatively participating in learning process .In his study , the researcher reported that the (%94) of the information the learners can get , would be through visual and auditory , of which the percentage of (88%) is gained depending on vision and (12%) is only through hearing . the researcher went on, saying that the use of multimedia in English teaching process is very essential.

So long as his study is aimed at, the researcher has concentrated on the advantages of the multimedia application in field of English Language teaching as well as discussing the problems associated with multimedia English teaching -based. He found out that the multimedia English teaching shifts learning process to be vivid, interesting and interactive learning process.

Woottipong, Kretsai. (2014) conducted an experimental language study on the effect of using Video based material in the teaching of listening skill for students at Thaksin University, Thailand . the study aimed at achieving two things, first, enhancing the University learners' listening language skill and second, checking out the learners' attitudes to the use of video based material in the process of listening skill.

this previous study used the pre-test and post-test as data collection instrument, as well as the questionnaire to achieve the second purpose of the study, the students' concept and ideas towards the use of video-based learning to develop the listening skill. This previous study has agreed with the current language study in the way that both studies tried to test out the effectiveness of multimedia technology in English Language teaching process, though each of these studies has its own objectives and prospective of what the multimedia technology could do in English language teaching as well as in what aspect of the language could multimedia serve. Following the data analysis, this previous study revealed that the learners' listening skill had showed significant development after being exposed to video-based learning, regarding the attitudes on the use of multimedia in learning process, the result proved that students had much interest in learning English.

3. Research Method:

This research is conducted using the descriptive analytical method. It is planned to study the use of Multimedia Technology as a supplementary teaching tool for Better English Language, Teachers' view.

A Questionnaire as data collection instrument is used to collect the quantitative data. The questionnaire used to conduct this study contained (15) items. It was distributed to (50) English language professors, representing Ahlia University, Sudan University of Science and Technology, Comboni College of Science and technology and some institutions of language learning.

For the data analysis, the study has used SPSS (Statistical Packages for Social Science) for the results computation, since the data is a numerical data type.

4.Data Analysis

The researcher presents the results of the current study that focuses on the professors' Views on Use of Multimedia Technology as a Supplementary Teaching Tool for Better English Language Teaching. For each question there is a table, showing the frequency and the percentile that have statistical significance to the hypothesis of the current research.

Table 1. Gender of the respondents

Statement	Male	Female	Total
Frequency	36	14	50
Percentage	%72	%28	100

Table 1. shows the gender of the English teachers who have responded to the research questionnaire, 72% of the respondents are male professors whereas 28 % are female teachers.

Table 2. Years of teaching experience of the respondents' teachers

Statement	1- 5 years	6 - 10 years	More	Total
Frequency	16	14	20	50
Percentage	%32	%28	%40	100

Table 2 shows the years of teaching experience of the respondents' teachers. The highest percentage is represented by the English Teachers who have more than 10 years of Teaching experience.

Table 3. Audio-visual aids can enhance the teaching of listening skill.

Statement	Strongly agree	Agree	Neutral	Strongly disagree	Disagree	Total
Frequency	42	3	4	1	0	50
Percentage	84%	6.0%	8.0%	2.0%	0	100

Table 3 shows 84% of the teachers think that the audio-visual tool enhances the teaching of the listening skill. teaching of listening skill becomes very effective when sounds are incorporated with moving images in terms of videos or recorded speeches. according to the cognitive Psychology 83% of the information is obtained depending on visual register, 11% is received based on the auditory register.

Summing up table 3 in three categories the statistical result for this item looks as this

Agree 90% Disagree 2.0 % Neutral 8.0 %.

Table 4. Audio-visual aids can capture the attention of English Learners.

Statement	Strongly agree	Agree	Neutral	Strongly disagree	Dis-agree	To-tal
Frequency	33	11	5	0	1	50
Percentage	66.0	22.0%	10.0%	0	2.0%	100

Table 4 shows 66 % of the teachers think that the audio-visual aids capture the attention of English Learners. visually learners can process and retain information much faster and with more reliability as well as increasing their interest and focus in the subject matter.

Summing up table 4 in three categories the statistical result for this item looks as this

Agree % 88 Disagree 2.0 % Neutral 10 %.

Table 5. MP3 can be used to enhance the teaching of listening skill.

Statement	Strongly agree	Agree	Neutral	Strongly disagree	Disagree	Total
Frequency	0	11	4	35	0	50
Percentage	0	22.0%	8.0%	70.0%	0	100

Table 5 shows only 22 % of the teachers think that the MP3 can be used to enhance the teaching of listening skill and 70 % strongly disagree. some reasons could be accounted for the result of this table;

A. MP3 is not commonly well known by some of the English teachers for the little knowledge on some technical devices that could be used to boost the teaching process,

B. MP3 is simply another format of listening; MP3 is short for MPEG (Moving Pictures Experts Group) Layer 3. It is a coding format for digital audio.

C. not all the teaching materials related to the listening skill are easily found, some of these materials are attached with the curriculum and others are put separately, making it difficult sometimes for some of the teachers to integrate them as a supplementary teaching tool to teach listening.

D. the audio-visual format being used in teaching as a supplementary teaching tool could be converted to MP3 format but the lack of coping up with the technical devices whether in form of software or hard ware could make it difficult for some of the language instructors to incorporated with the materials, that is why this table shows this result,

Strongly disagree 70.0% Agree 22.0% Neutral 8.0 %.

Table 6. MP3 can help in teaching pronunciation.

Statement	Strongly agree	Agree	Neutral	Strongly disagree	Disagree	Total
Frequency	34	9	3	4	0	50
Percentage	%68.0	%18.0	%6.0	%8.0	0	100

Table 6 shows 68 % of the teachers think that MP3 helps in teaching pronunciation. so long as the MP3 is a coding format for digital audio being recorded by the Native language speakers irrespective of an interview , words , lessons and etc. , would be so productive and also encouraging for both teachers and the language learners , in particular , the difficult words and expressions.

to sum up this result obtained in this table, the statistical result looks as this;

Agree 86 % Disagree 8.0 % Neutral 6.0 %.

Table 7. Audio-visual aids can be used to enhance the teaching of speaking skill.

Statement	Strongly agree	Agree	Neutral	Strongly disagree	Disagree	Total
Frequency	29	13	5	2	1	50
Percentage	58.0%	26.0%	10.0%	4.0%	2.0%	100

Table 7 shows 58 % of the teachers think that audio-visual aids can be used to enhance the teaching of speaking skill. the audio-visual tool makes teaching interesting, dynamic and interactive, having in mind that there is paralinguistic feature that are only seen and interpreted clearly when learners are exposed to the audio-visual based learning.

to sum up this result obtained in this table, the statistical result looks as this;

Agree 84 % Disagree 6.0 % Neutral 10.0 %.

Table 8. Audio-visual aids can play an effective teaching role in providing learner with English Language environment.

Statement	Strongly agree	Agree	Neutral	Strongly disagree	Disagree	Total
Frequency	28	9	11	1	1	50
Percentage	%56.0	%18.0	%22.0	%2.0	%2.0	100

Table 8 shows 56 % of the teachers think that audio-visual aids can play an effective teaching role in providing learner with English Language environment. because the audio-visual creates typical English life scenarios as healthy linguistic environment for both Teachers as well as English learners.

to sum up this result obtained in this table, the statistical result looks as this;

Agree 74 % Disagree 4 % Neutral 22. 0 %.

Table 9. MP3 can be used to enhance teaching of native pronunciation.

Statement	Strongly agree	Agree	Neutral	Strongly disagree	Disagree	Total
Frequency	24	13	9	2	2	50
Percentage	%48.0	%26.0	%18.0	%4.0	%4.0	100

Table 9 shows 48 % of the teachers think that MP3 can be used to enhance teaching of native pronunciation. having in consideration the varieties in the accents, intonation and stresses produced by the native English speakers. English class teachers sometimes could play the MP3 especially when the feel some of the words look very difficult to be pronounced by the English learners. Summing up table 8 in three categories the statistical result for this item looks as this

Agree 74 % Disagree 8.0 % Neutral 18 %.

Table 10. PDF can enhance the teaching of reading skill.

Statement	Strongly agree	Agree	Neutral	Strongly disagree	Disagree	Total
Frequency	23	16	7	1	3	50
Percentage	%46.0	%32.0	%14.0	%2.0	%6.0	100

Table 10 shows 46 % of the teachers think that PDF can enhance the teaching of reading skill. (PDF) Portable Document Format is a file format to present documents, including text formatting and images. it is one of the visual aids being used to display any

reading related materials that could easily and clearly read at a distance. so this could attract the attention of the English learners and could make the reading process more enjoyable which in turn enhances the process of teaching reading skill.

Summing up table 10 in three categories the statistical result for this item looks as this

Agree 78 % Disagree 8.0 % Neutral 14 %.

Table 11. PDF is considered one of the important tools, because it is easy readable and attractive.

Statement	Strongly agree	Agree	Neutral	Strongly disagree	Disagree	Total
Frequency	19	18	9	1	3	50
Percentage	38.0%	36.0%	18.0%	2.0%	6.0%	100

Table 11 shows 38 % of the teachers think that PDF one of the important tools, because it is easy readable and attractive. in summing up this statistical result the percentage looks as this;

Agree 74 % Disagree 4.0 % Neutral 18 %.

Table 12. Word document (texting) can be used to enhance teaching of writing skill.

Statement	Strongly agree	Agree	Neutral	Strongly disagree	Disagree	Total
Frequency	21	19	6	1	3	50
Percentage	42.0%	38.0%	12.0%	2.0%	6.0%	100

Table 12 shows 42 % of the teachers think that Word document (texting) can be used to enhance teaching of writing skill. It is a Microsoft Word processor developed by Microsoft. It is a computer based software, encompassing various computer programs, where learners can easily types, the word document is programmed to correct the typing mistakes in terms of spelling and English structure.

in summing up this statistical result the percentage looks as this;

Agree 80 % Disagree 8.0 % Neutral 12 %.

Table 13. Animation can be used to enhance the teaching of listening skill.

Statement	Strongly agree	Agree	Neutral	Strongly disagree	Disagree	Total
Frequency	29	14	2	1	4	50
Percentage	%58.0	%28.0	%4.0	%2.0	%8.0	100

Table 13 shows 58 % of the teachers think that the animation can be used to enhance the teaching of listening skill. It is a simulation of movement created by displaying a series of pictures, or frames. animation on computers is one of the chief ingredients of multimedia presentations being used in the field of language teaching and learning as English life scenarios.

So in summing up this table result in three categories the percentage looks as this;

Agree 86% Disagree 10.0% Neutral 4.0%.

Table 14. Animation can be used to attract the attention of the students.

Statement	Strongly agree	Agree	Neutral	Strongly disagree	Disagree	Total
Frequency	29	13	7	1	0	50
Percentage	58.0%	26.0%	14.0%	2.0%	0	100

Table 14 shows 58 % of the responded teachers think that the animation can be used to attract the attention of the students. Animation is the most important because the animation give the life to the characters and elements which help to communicate the audience in an effective manner.

So in summing up this table result in three categories the percentage looks as this;

Agree %84 Disagree % 2.0Neutral %.4.0

Table 15. 3D graphics can be used to make English language teaching interactive and dynamic.

Statement	Strongly agree	Agree	Neutral	Strongly disagree	Disagree	Total
Frequency	28	11	9	2	0	50
Percentage	56.0%	22.0%	18.0%	4.0%	0	100

Table 15 shows 56 % of the teachers think that the 3D graphics can be used to make English language teaching interactive and dynamic. 3D is a three-dimensional representation of data images or photographs stored in the computer for various purposes.

the 3D graphics scenarios could easily attract the attention and the interest of the language learners that is why this table result looks as this;

Agree% 78 Disagree% 4.0 Neutral %18 .

Table 16. Webinar (online session) can be used to enhance teaching of listening skill.

Statement	Strongly agree	Agree	Neutral	Strongly disagree	Disagree	Total
Frequency	25	14	9	2	0	50
Percentage	50.0%	28.0%	18.0%	4.0%	0	100

Table 16 shows 50 % of the teachers think that the Webinar (online session) can be used to enhance teaching of listening skill. It is a Web-based seminar, a webinar is a presentation, lecture, workshop or seminar that is transmitted over the Web using video conferencing software. a key feature of a Webinar is that, it is interactive, having the ability to give, receive and discuss information in real-time.

the result obtained as being responded to this item looks this way;

Agree 78% Disagree 4.0% Neutral 18 %.

Table 17. Webinar can help the teacher to grow the confidence in the learners.

Statement	Strongly agree	Agree	Neutral	Strongly disagree	Disagree	Total
Frequency	27	10	8	2	3	50
Percentage	%54.0	%20.0	%16.0	%4.0	%6.0	100

Table 17 shows 54 % of the teachers think that the Webinar can help the teacher to grow the confidence in the learners. The main feature of live webinars is interactivity, or the ability to discuss, send and receive information in real time. During an event, you can invite other participants to act as a presenter, communicate via online chat, share desktop and use a variety of digital materials. Today, many webinar services offer live streaming options or the ability to record your webinar and publish to YouTube and other service later.

The result obtained as being responded to this item looks this way;

Agree% 74 Disagree %10.0 Neutral% 16 .

Having based on the statistical analysis and the results obtained from the questionnaire being distributed to the English Language Teachers who are randomly selected from some of universities in Khartoum, all the strongly agree and agree percentages shown on the tables reveal high scores and percentages, starting from table three to seventeen. it has been a clear indication that the Multimedia Technology in all its forms could provide real English life scenarios, attracting the learners' attention, motivating them to learn, making language teaching more productive, dynamic and interactive as well. having in mind that 94 % of the information received by visual and auditory brain registers, moreover there are certain paralinguistic feature that can only be accessible when the English Language Learners are exposed to Audio-Visual learning based, that would deepen the understanding of the English knowledge. So long as the language skills might be classified into two main

categories , receptive skills through which the learners encode the information , that is to say Listening and Reading and the productive skills , through which the language learners competently communicate , that is to say Speaking and Writing , too the Multimedia Technology addresses and enhances those types of language skills , as the break out in the technical innovation or this digital era , the challenges to use or integrate the supplementary teaching tool in teaching are still great .

The results drawn from this scientific paper on the use of multimedia technology as a supplementary teaching tool for better English Language Teaching has successfully and profoundly been proven.

5. Findings :

Following the data analysis for the questionnaire as data collection instrument on the use of multimedia technology as a supplementary teaching tool for better English Language Teaching, this research study has found out the below table

No	Statement	Strongly agree %	Agree %	Neutral %	Strongly disagree %	Disagree %
1	Audio-visual aids can enhance the teaching of listening skill.	84.0	6.0	8.0	2.0	2.0
2	Audio-visual aids can capture the attention of English Learners.	66.0	22.0	10.0	0	2.0

No	Statement	Strongly agree %	Agree %	Neutral %	Strongly disagree %	Disagree %
3	MP3 can be used to enhance the teaching of listening skill.	0	22.0	0	70.0	0
4	MP3 can help in teaching pronunciation.	68.0	18.0	6.0	8.0	0
5	Audio-visual aids can be used to enhance the teaching of speaking skill.	58.0	26.0	10.0	4.0	2.0
6	Audio-visual aids can play an effective teaching role in providing learner with English Language environment.	56.0	18.0	22.0	2.0	2.0

No	Statement	Strongly agree %	Agree %	Neutral %	Strongly disagree %	Disagree %
7	MP3 can be used to enhance teaching of native pronunciation.	48.0	26.0	18.0	4.0	4.0
8	PDF can enhance the teaching of reading skill.	46.0	32.0	14.0	2.0	6.0
9	PDF is considered one of the important tools, because it is easy readable and attractive.	38.0	36.0	18.0	2.0	6.0
10	Word document (texting) can be used to enhance teaching of writing skill.	42.0	38.0	12.0	2.0	6.0

No	Statement	Strongly agree %	Agree %	Neutral %	Strongly disagree %	Disagree %
11	Animation can be used to enhance the teaching of listening skill.	58.0	28.0	4.0	2.0	8.0
12	Animation can be used to attract the attention of the students.	58.0	26.0	14.0	2.0	0
13	3D graphics can be used to make English language teaching interactive and dynamic.	56.0	22.0	18.0	4.0	0
14	Webinar (online session) can be used to enhance teaching of listening skill.	50.0	28.0	18.0	4.0	0

No	Statement	Strongly agree %	Agree %	Neutral %	Strongly dis-agree%	Dis-agree %
15	Webinar can help the teacher to grow the confidence in the learners.	54.0	20.0	16.0	4.0	6.0

The above table shows the percentages for all the questionnaire items. the first two columns marked as strongly agree and agree indicate the higher percentages than the other three once. the results being revealed in this table could prove that the multimedia technology as a supplementary teaching tool can be used for better English Language EFL Teaching.

6. Conclusion:

This scientific paper has reviewed the use of multimedia technology as supplementary technology tool for better English language teaching, revealing great information to be reconsidered highly by both English teachers and English language learners, the utilization of multimedia technology or devices has brought sweeping changes to every aspects of social life, in particular, in English language teaching and learning fields, casting shadows in the instructional aids. the integration of digital tools into teaching process would definitely increase the effectiveness of teaching, making it more smooth and so productive, not only this, but also creating a healthy linguistic environment that would contribute to the learning process. The multimedia device in all their forms either software or hardware reflect language life and interactive scenarios. Some English language teachers have misconception

about the use of technology in the field of teaching, considering it as wasting of time, others believe that multimedia would distract their learners' attentions, but the fact is something entirely different, Neurosciences researchers have proven that these digital devices activate, encourage the brain neurocircuitry and receptors held to be responsible for retaining the information already encoded in the human brain.

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