

**Preference towards modern day teaching and traditional teaching aids among
the Bangladeshi tertiary level students**

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Inspiring Excellence

BRAC University, Dhaka, Bangladesh

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the Bangladeshi tertiary level students**

**A Thesis submitted to the
English and Humanities Department
Of
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**Submitted By
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**In Partial fulfillment of the requirements for the degree
of
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Declaration

I, hereby, declare that this dissertation consists of my original work except the quotations and citations which is cited properly. The ideas that have been taken are also cited properly and this research work has not been submitted to any other institution previously.

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Abstract

The aim of this paper is to investigate the comparison between teaching aids in terms of how they are engaging learners in a language class and which teaching aid is considered as significant towards young learners. Since language learning classes has changed in its old way and become innovative using new teaching aids, the study will shed lights on the advantages and disadvantages of the teaching aids in language learning class. Quantitative methods have been used to conduct the research. Lastly, the paper sums up with the fact that how learners are slowly changing their beliefs about teaching aids to learn a new language and they are preferring new teaching aids over the old fashioned teaching tool.

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Chapter 1

Introduction

1.1 Introduction

“Education is evolving due to the impact of the Internet. We cannot teach our students in the same manner in which we were taught. Change is necessary to engage students not in the curriculum we are responsible for teaching.” – April Chamberlain

Learning a foreign language for communication purposes is the foremost fundamental aspect people can have around the world. For that learner around the world is altering the medium of teaching and learning aids. Teaching aids has become more advanced, cooperative, useful and easygoing for students and teachers as well. Classroom is now increasing its learning materials by allowing internet, multimedia, projector etc besides the traditional blackboard. Just like April Chamberlain’s quotes mentioned above, the use of internet is gradually putting impact on educational purpose as it has become an important issue for our educational life. Classroom is just another place that has welcomed technology along with the old days teaching elements and learners has become used to taking help from the modern day teaching aids such as multimedia. Teachers are also greeting modern day teaching aids as it has taken teaching language to a new level. Nina Garrett(1991) illustrated “language acquisition theory views language as a dynamic interactive system for conveying meaning and language learning as the acquisition of the ability to construct communicative meaning in a new system”(as cited in Chapelle,2009,p.2).

Moreover, Nina has also explained based on the issue as “so complex an ability can hardly be taught, our job is to create an environment in class or in the materials in which students can work

on acquiring ability”(as cited in Chapelle,2009,p.2). “These tasks and many others can be completed with the traditional chalk and blackboard only less effectively and would be time consuming”(Conlan & Ahmed, 2011,p.2).

Multimedia brought the whole world into the classroom and small technologies will take the classroom to the world. Classroom is not considered only a box shaped room full of students anymore. It is a place to share knowledge. To do so, teachers and students have started to prefer teaching aids such as multimedia and blackboard besides books, pens and hand notes. Paul F. Velleman & David S. Moore (1996) described it as “a textbook on a screen with some accompanying animation, a library of supplementary visual images, a collection of animations to demonstrate selected topics. We have in mind a more mature instructional system that attempts to combine the full range of appropriate technology, guided by sound principles of teaching and learning”(p.217). Moreover, F.Provenzo Jr.(1986) reviewed “Teachers and Machines: The Classroom Use of Technology since 1920s” where he quoted “the use of technology in the classroom as part of an attempt to increase productivity and efficiency.”

1.2 Significance of the study:

The significance of this study is to investigate to what extent students feel comfortable with the teaching aids in the language classes and which teaching aid is favored by the students. Along with that, this study will help to expand the knowledge and ideas about which teaching aid is more successful to use for learning which will be exposed from the survey. Furthermore, these ideas can help teachers in classroom later to understand how students are taking teaching aids.

1.3 Research questions:

The research questions are made designed to investigate the students' perception of the teaching aids in class. These questions are aimed for tertiary level students where they explore teaching aids as a significant learning object or just an interruption for classroom.

- a) How popular is teaching aid for language class?
- b) Are teaching aids beneficial for the language class?
- c) Which teaching aid is popular among students?
- d) How are the teaching aids helping to learn in class?

The purpose of this study is to explore the possible inclination over multimedia and blackboard of the students in language class and identify the possible reasons behind choosing specific teaching aid as well.

Chapter 2

Literature Review

2.1 Teaching aids for classroom

A classroom would not be a successful learning place if the students are not motivated to learn. Teachers are using different teaching aids such as blackboard and multimedia presentations to grab students' attention. . In other words, these are known as traditional and modern teaching aid respectively. The use of technology has started to dominant around 1990s where computer and internet use started to spread its popularity in classroom. Quoting from their article "Multimedia for Teaching strategies: Promises and Pittfalls" F.Velleman & S. Moore (1996) described as "it seems that it is always the next generation of education technology that will revolutionize teaching" (p.2). "When teachers teach in ways that students learn in today's digital age, students are much more engaged in the lesson content and are more interested in the information" (Cheryl L. Lutz, 2010,p.3). The use of technology is changing to take charge in major class activity from assisting teachers. "Educators say it's important to incorporate technology into the lower grades because most children entering school today are "internet natives" –they have always had technology at home and have come to expect it wherever they go. Schools need to adapt and give students a multimedia experience" (Wylie Wong, 2010,p.3).

2.2 What is multimedia?

In general term multimedia is known as the content that contains different segment or content forms together. It was coined by Bobb Goldsteinn in 1966. Agnew et. al.(1996) explained “multimedia means an individual or a small group using a computer to interact with information that is represented in several media, by repeatedly selecting what to see and hear next(as cited in Neo & Neo,2001,para.2). Neo & Neo (2001) also stated it helps by offering different learning applications, new insights to the learners and forces them to learn, explore their knowledge, ideas and new information in a new, innovative way. Multimedia is considered more popular than the traditional teaching aid among the teachers. Rogar Slack (1999) explained the necessity and appeal in language class by saying it has profound impact on style of teaching and learning. Moreover, students are seen to be more motivated when they are using multimedia, which one teacher described as using multimedia ‘hook’”(Slack, 1999,p.2).

2.3 Types of multimedia

Jim Scrivener, head of Teacher Development for Bell International and writer of “Learning Teaching” has listed some key technology in education in his book which has become essential and innovative way to grab learners’ attention. The internet, interactive whiteboards, research tools, power point, presentation software, shared learning and social media etc are few of them(Scrivener, 2011).

2.4 Multimedia in educational purpose

Robert L. Lindstrom(1994) was cited by Mai Neo and Ken T. K. Neo(2001) in their article ‘Innovative teaching: Using multimedia in a problem-based learning environment’ that “the use of multimedia in industries has been extensive, as it has been effective in increasing productivity and retention rates, where research has shown that people remember 20% of what they see, 40% of what they see and hear, but about 75% of what they see and hear and do simultaneously.”(para 2). Agnew et. Al(1996) also mentioned multimedia-oriented projects are “a way for students to achieve high self-esteem, to increase their ability to function as self-directed learners, to learn to think effectively, and to practice problem-solving and decision-making” (Neo &Neo, 2001, para 3). In addition, “multimedia application design offers new insights into the learning process of the designer and forces him or her to represent information and knowledge in a new and innovative way (Agnew et. al.1996, para. 2). There are some multimedia based learning project are being used all over the world and are appreciated as it is a modern way of learning.

2.4.1 Computer Assisted Language Learning or CALL

Computer Assisted Language Learning or CALL is often known as the approach to language learning and teaching where computer is used as a main teaching aid. According to Professor Graham Davies this teaching aid is used to do class presentation, reinforcement and assessment of material to be learned. Generally CALL contains three major components such as learner, teacher or facilitator and computer as teaching aid.

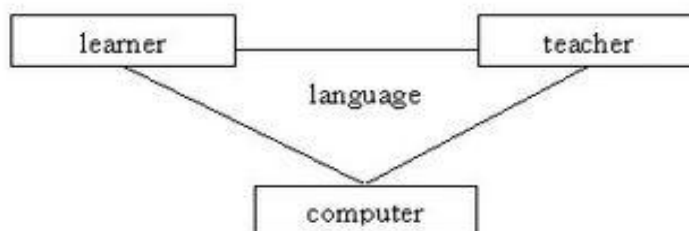


Figure 1. A model of the three main components in the CALL classroom (Son, 2000)

“CALL has developed almost 30 years ago and it has been categorized in three terms. Those are behavioristic CALL, communicative CALL and integrative CALL”(Warschauer,1996,para.2). According to Mark Warschauer(1996), integrative CALL is developed by two important technological innovation which are multimedia and internet. Hypermedia is among of them which contain all resources linked together and learners can change their learning activity from time to time. Hypermedia includes a lot of advantages of language learning.(para 5). Mark has listed some basic advantages of hypermedia in his article “Computer-Assisted Language Learning: An Introduction”. “First of all, a more authentic learning environment is created. Secondly, skills are easily integrated since the variety of media makes it natural to combine reading, writing, speaking and listening in a single activity. Third, students have great control over their learning and finally, it facilitates a principle focus on the content, without sacrificing a secondary focus on language form or learning strategies”(Warschauer,1996,para.6). Warschauer(1996) has also identified some media of learning language in classroom by the use of multimedia. It can be divided into listening, reading, writing for CALL. These helps students perform tasks given in the language class that are traditionally conducted by speaking, reading

text based materials etc using communicative facilitating e-tools which develop their learning experience.

2.4.2 Computer-based Learning (CBL)

Computer based learning or CBL refers to the use of computer as a main component for the educational purpose. In other words, computer is being used for the teaching purpose and it can be classroom language teaching. This learning by the use of computer is not limited within only web browsing. This new learning system has become popular in language class. According to Hackbarth(1996) cited in Shimura (p.60) "there are at least major categories of CBL: drill-and-practice, tutorial, problem solving, simulation, inquiry, electronic performance support system, testing, and programming". These eight categories indicate that teachers are able to choose appropriate computer based learning materials based on the educational goals or aims within a particular learning situation.(Shimura,p.60). Based on the article ‘Computer Based Learning’ published in K12 academics, it is said, “computer Based Learning suggests that the best use of CBL is alongside a more traditional curriculum, playing a supplementary role, facilitating interest in a topic while developing the technical and informational skills CBL promotes.

Companies now providing CBL products, including Blackboard and iLearn, have often taken this approach in creating and promoting their services.”(para 5). “It is not as good as having a human teacher because it can only answer questions which have been programmed into it” besides having other advantages, the article on K12 academics also focused on the limitations of computer based learning system.(para 6).

2.4.3 Web based Learning

“Web-based learning is one way to learn, using web-based technologies or tools in a learning process. In other words, learner uses mainly computers to interact with the teacher, other students and learning material. Web-based learning consists of technology that supports traditional classroom training and online learning environments.” This is the basic definition of web based learning published in their page of Tampere University of technology.

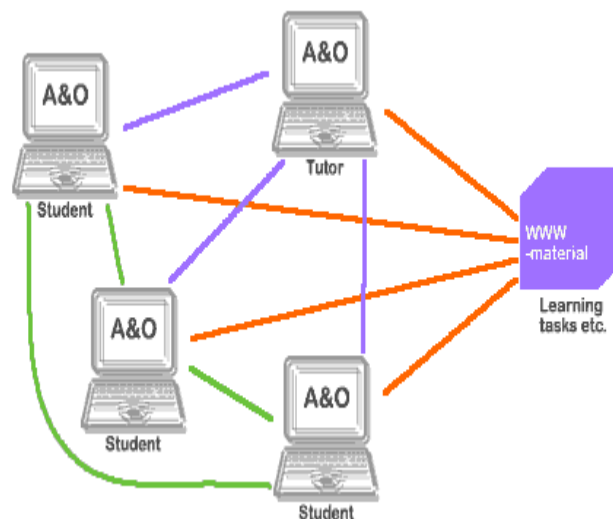


Figure 2: Web based learning

Web based learning is “associated with learning materials delivered in a Web browser, including when the materials are packaged on CD-ROM or other media”(Tsai & Machado,p.2). This learning system also known as e-learning, technology based instruction, online training and computer based training as well which is quite similar to CBL or computer based learning.

2.4.4 Problem based Learning

Problem based learning or PBL is “characterized by the use of "real world" problems as a context for students to learn critical thinking and problem solving skills, and thereby acquire knowledge of the essential concepts of the course.”(Watson,2002, para.1). Tan(2000) “the focus is moving from content towards problems to provide a more realistic approach to learning and to create an educational methodology which “emphasizes real world challenges, higher order thinking skills, multi-disciplinary learning, independent learning, teamwork and communication skills” via a problem-based learning environment (as cited in Neo & Neo,2001,p.4).

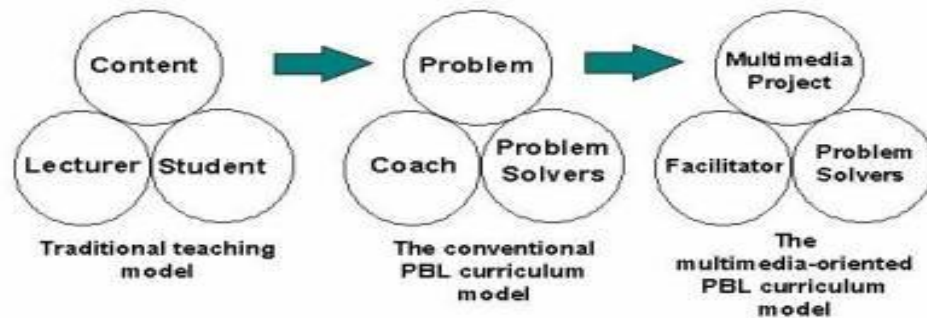


Figure 3: The multimedia-oriented Problem-Based Learning curriculum model

George Watson emphasizes on the appeal of problem-based learning which has several elements. Such as carefully constructed, open-ended problems help develop critical thinking skills. “Through such problems, students encounter concepts in contextually rich situations that impart meaning to those ideas and enhance their retention”(Watson,2002,para.2).

2.5 What is blackboard?

Blackboard is one of the old and most used teaching aids in the classroom. “It was first revolutionary teaching tool came into the class in the 1800 and deeply affected the nature of the teaching for the next two centuries”(Gursul,Tozmaz,2010,p.5731). Language class has become more dependent on the modern day teaching aids such as multimedia, but “blackboard is the symbol of traditional teaching”(Gursul, Tozmaz, 2010,p.5731). Sabreena Ahmed & Chris Conlan(2011) stated that it is convenient for rural educational institutions have small budget than urban areas. “In the institutions where technology is not available, teachers resort to traditional lecture mode of teaching to make classrooms lively and interesting”(Conlan & Ahmed, 2011,p.64).

2.6 Which one is preferable?

In the classroom both learners and teachers have preference over traditional and modern teaching aid. Teaching aids helps to enhance student’s potential, learning skill and explore teaching process in the classroom. Timothy D. Pippert and Helen A. Moore (1999) have set some open questions based on which teaching aids are facilitating learners to boost their learning language. They have relied on the multimedia as Moore and Pippert thinks, “multimedia is the form or vehicles by which instruction is formed, stored and delivered to the learner.”(p 92). Clark and Saloman(1986) was quoted in Moore and Pippert(1999) paper “Multiple Perspectives on Multimedia in the Large Lecture” is, most researchers conclude that the use of multimedia can become an end in itself, without substantial evidence that it greatly enhances student-learning

outcome. Students are encourage to give more effort and “multimedia enables students to work at a different pace, and some packages can be tailored to student needs” (Slack, 1999, p.2).

Raymond Janssens(1977)quoted by Conlan &Ahmed(2011) that successful learning depends on students’ ability, interest, and motivation of the students. For that multimedia has become important and essential element for the learners. “It is often true that viewers of these multimedia presentations pay attention to the fascinating PowerPoint slides in the beginning of the presentation.” (Conlan & Ahmed,2011,p.63). They have also mentioned teachers and also students should not take the use of technology as the only technique for learning foreign language. Rather these media should be taken just as “help” or to assist learners to learn effectively.

2.7 Teaching methods and teaching aids

There is a connection between the teaching aids that has been used to conducting teaching in class while teachers use different teaching methods. “Traditional methods of teaching as well as multimedia teaching methods that can be attempted in imparting knowledge to the students” (Damodharan & Rengarajan,2010,abstract para 1). They have also mentioned that in traditional teaching method, a teacher uses traditional teaching aids or blackboard where the teacher is the facilitator, medium of the information using chalk and blackboard to spread information. On the other hand, teachers use the e-tools to spread the information towards students by the educational technology such as overhead projector. According to Dr. Damodharan V. S and Mr. Rengarajan. V.(2010) that new technology helps to represent class activity in a meaningful way where media is used to convert class lesson into digital form for the presentation in class. It helps students to

learn, capture the class lesson easily as the presentation motivates learners than the traditional teaching aid.

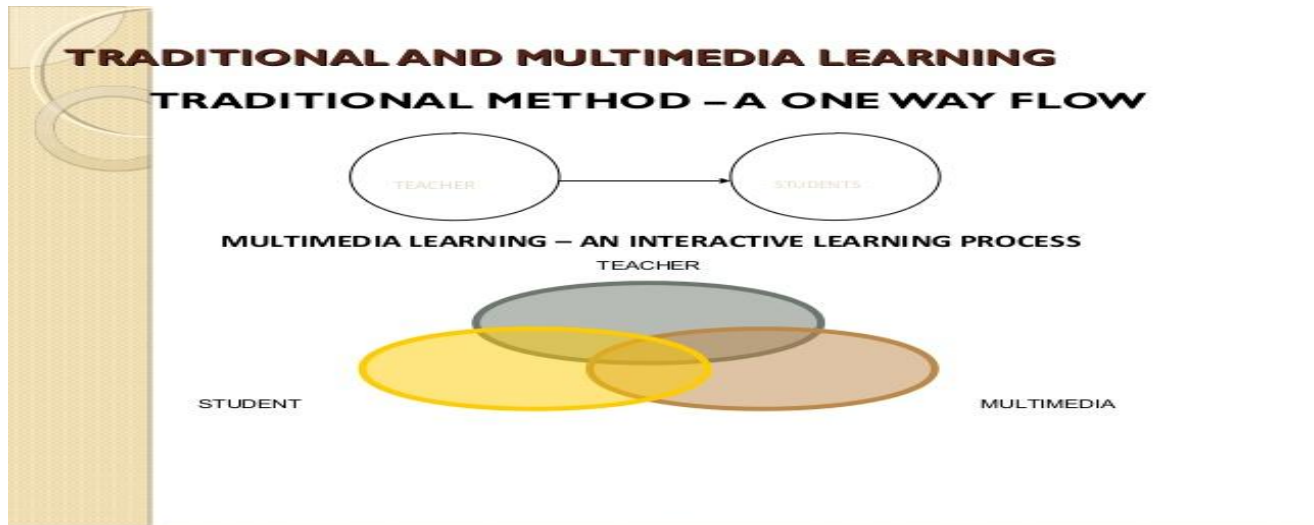


Figure 4: Difference between traditional and multimedia learning process in class

2.8 Technology pyramids

Modern day teaching aid one of important asset for classroom where it has been replacing the need of traditional teaching aid for a long time. But not all students have the opportunity to access modern day educational technology for their language learning purpose. Author Jill and Charles Hadfield have developed 'reversed pyramid' of resources.

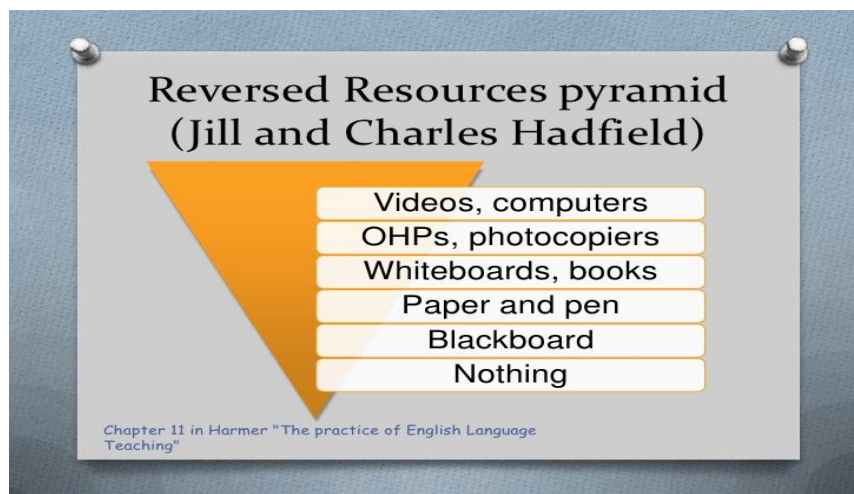


Figure 5: Reverse resource pyramid

Jeremy Harmer(1983) has described Jill and Charles Hadfield’s ‘reversed pyramid’ of resources in his book “The Practice of English Language Teaching”. In Jeremy Harmer’s words, technology has changing the scenario of the teaching method, aids for a long time and it has become very dependant resource among the students, teachers. But it seems being at the bottom of the pyramid is like to be a bar to language learning. “There is a lot you can do with minimal or even no resources.”(Harmer,1983). “Anything which is existed in our environment can be used as teaching and learning media and it needs teacher creativity to use such things as teaching and learning media”(Dadan,2010,para 3). Besides developing this resource pyramid, Jill and Charles Hadfield propose this pyramid in the other way.

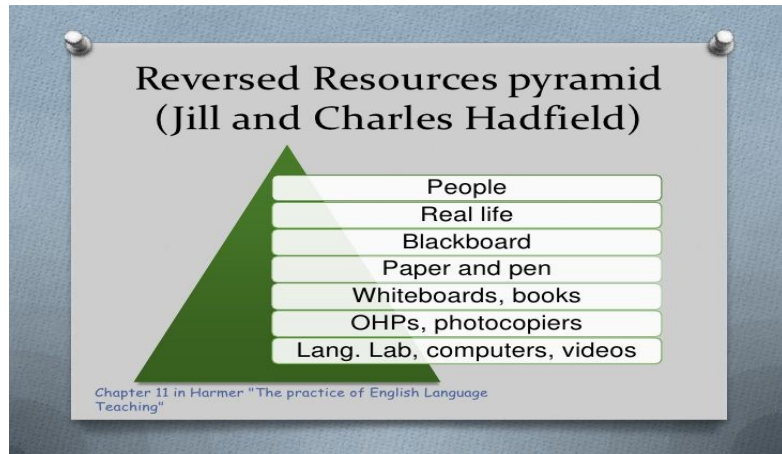


Figure 6: Other way up resource pyramid

These resources that are present in the pyramid are the “amazing route for learning” (Harmer,1983). The objective of using these two technology pyramid is to make students familiar with the new innovative resources that are available around them as well as the traditional teaching aids.

Chapter 3

Research Methodology

The purpose of this study is to examine students' opinion of teaching aids and their expectations towards the use of teaching aid while learning language. This chapter will be covered by the methods carry out the research which is done by the researcher where she will discuss research objective and research questions, participants, instruments of the research based on online questionnaire, data collection and analysis procedure, obstacle that has been faced during the research.

3.1 Objective of the study:

The intention of the study is to explore students' preference of teaching aid and their view over how they are being benefited by it, their expectations, and problems regarding the use of teaching aid for language class.

3.2 Research format:

The researcher followed quantitative pattern to collect the concrete answers from the participants. "A process of inquiry based on testing a theory composed of variables, measured with numbers, and analyzed using statistical techniques" (Abawi,2008). The reason behind choosing this method was this method allowed to know the concrete answers of the participants. The questions format is multiple choice questions (MCQ) and they are forty-eight in numbers.

The questions are divided into two sections where each section contains twenty-four questions based on multimedia and blackboard.

3.3 Participants

Participants who took part in this study were mostly learners from four reputed universities in Dhaka city. In total 90 students responded to the research and they are currently studying at North South University (NSU), American International University of Bangladesh (AIUB), Brac University (BracU) and East West University (EWU). The age level of the students was mostly 18-23 and studying in the different level or stream in the university. All of them learned English language as their second language from their childhood and all the participants have completed the basic courses such as ENG101, ENG 102. From that the researcher can assume they are mostly advanced level language learner. Researcher focuses on the students of the language department of these universities as this survey shed light the need or necessity of the teaching aid in language class. However, students from other departments who have done several language courses as basic course in their academic life were included as participants of the survey.

3.4 Instruments

The survey for the study is online based and the researcher used Google document where she uploaded all the survey questions and sent out the links to all the selected participants. It's an easy way to conduct a survey rather than sitting with all the participants for an interview session separately due to their busy schedule. The researcher chose this procedure as the participants

only have to click the link through their personal computer or smart phone. The questions would only take few minutes to answer.

3.5 Method of data collection

The method used in this paper is student questionnaire survey which was aimed at the students of the tertiary level. This is one of most popular and well known survey process for research purpose. This process holds easier way to interpret the results of the survey answers.

3.6 Data collection and procedure

The survey questions are set for the research purpose containing quite similar questions about modern day teaching aid or multimedia and traditional teaching aid or blackboard for language class. The data collection process is completely done with the help of the Google documents. The researcher as mentioned earlier send out the link for the survey questions to the selected participants and was to click on the answers. The answers were automatically counting while the participants were clicking their desire answers. After the counting for each question, Google documents tallied the percentage of each answer of the questions and later converted into a pie chart. This pie chart shows percentage of each answer. Moreover, it also counted the number of the total participants who participates the survey, and those who didn't participates. Therefore, the researcher only has to look up for the number of the percentage of the answers and compare them thoroughly. Each answer will indicate how many participants consider which teaching aids, also why they will choose that specific aid.

3.7 Setting of the study:

The responses for the study were collected within two and half week time frame. As it was online survey, the respondents got enough time to think about their answers before attending the survey. Moreover, they felt more comfortable and relaxed while answering the questions as the setting was informal.

3.8 Limitations:

The first obstacle researcher has faced while collecting data for her literature review on the traditional aid 'blackboard'. There was only one paper that contains authentic information's about blackboard. Hence, the researcher was unable to put more authentic information about blackboard. Besides that, the researcher has also faced few obstacles while doing the survey. The most common obstacle is not getting response from the participants. Many of them weren't interested to answer the questions as they find it boring to answer all these questions. Moreover, the number of the question made them avoid the survey. In addition, some participants answered the questions based on the general idea of using multimedia or blackboard in class, not for the language learning class.

Chapter 4

Findings and Analysis

The aim of this chapter is to extend and analyze the data collected from the survey to examine which teaching aid is preferred by the learners more in language class. This chapter will expose the answers of the questions of the survey; it will give explanation of the reasons for considering the answers given by the participants. The answers will be explained with the help of bar chart as well. The survey questionnaire that has been asked to participate to the students is attached in the appendix.

Table 1: Total number of the participants of the survey.

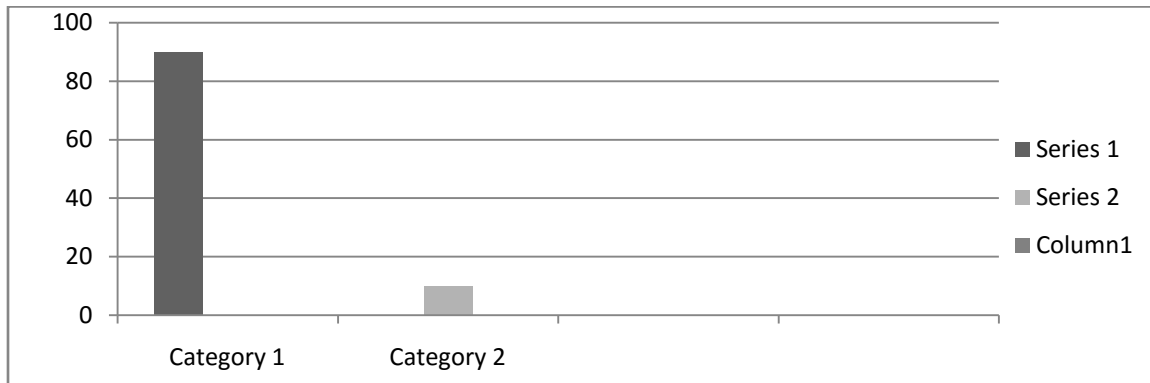


Figure 1: Total among of participants

Table 1 represents the number of the participants of the survey. The survey was conducted among the tertiary level students who are currently studying at different reputed universities in Dhaka city. The researcher asked around 100 students to participate and approximately 90 students participate in the survey. In that case, almost 90% students participate and 10% didn't

participate in the survey. In the bar chart, series 1 represents student those have participates which is 90% and series 2 represents those 10% who have not participates in the survey.

Table 2: Analysis on the necessity of the teaching aids (multimedia and blackboard) in language class.

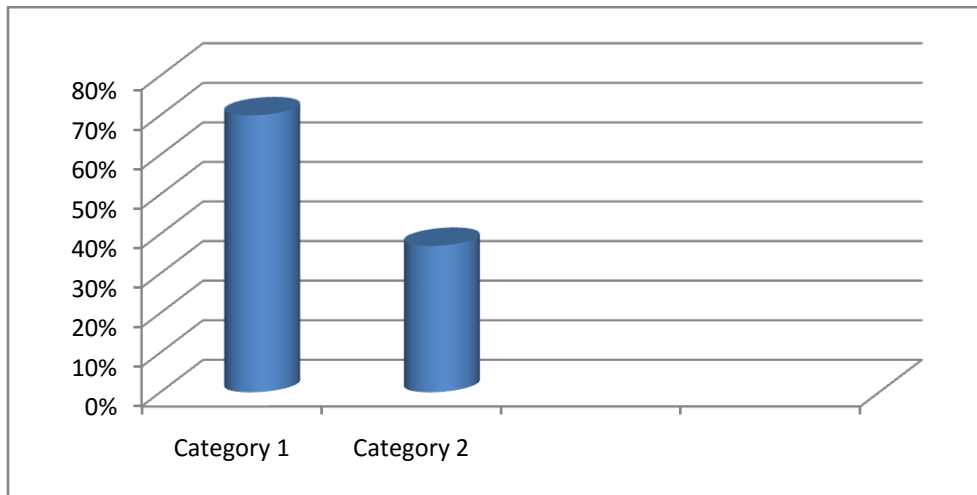


Figure 2: Column chart of participants agreed with teaching aids necessity in language class

The first question of the survey was the most basic question about the necessity of teaching aid for language class. Table 2 demonstrates the general idea about which teaching aid is helpful for a language class. Only 74 participants agreed with having multimedia in class which is 70% and 37 participants opposed with multimedia which is 36.6%.

Table 3: Analysis on teaching aids (multimedia and blackboard) is major source of making learning easy.

This section discusses on how and which teaching aid plays important role as a major source of making learning easy in classroom. The participants were asked separate three questions about

teaching aid being the source of learning easy. The focuses of these three questions are whether students are getting the general idea o the class lesson with the help of teaching aid.

✓ **Making logical connection with lesson:**

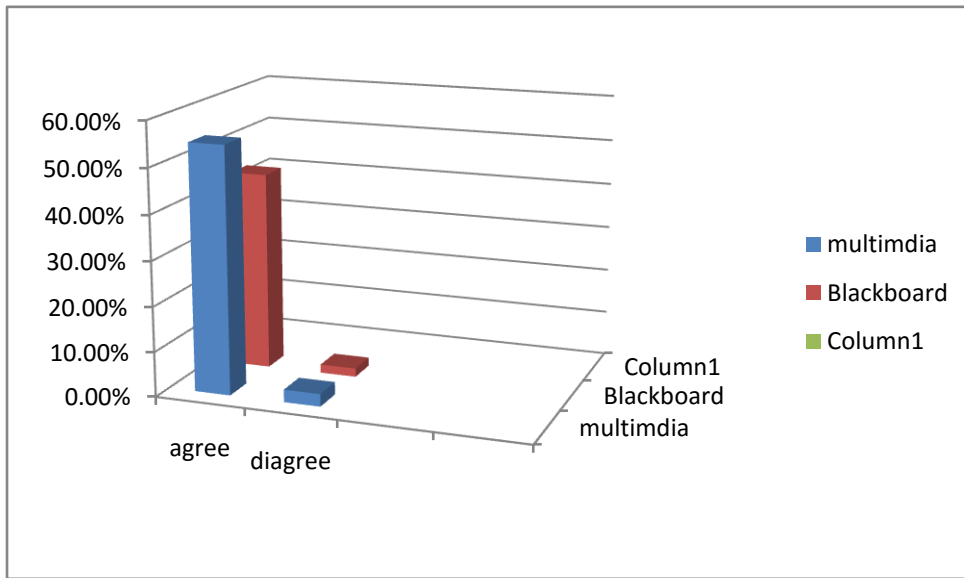


Figure 3: Bar chart of participants agreed, disagreed with teaching aids helping making logical connection with lesson

Participants were asked about teaching aid being helpful about presenting logical connection with the lesson of the class activity. 54.7% participants agreed with multimedia and 44.1% agreed with blackboard for presenting ideas where students can easily make logical connection with the lesson. Along with that, 2.8% believed multimedia is not a suitable teaching aid that helps to make logical connection. And 1.9% participants disagreed with blackboard making logical connection with lesson of the class by the students. So, it is clear that students find multimedia more effective teaching tool than blackboard in classroom.

✓ **Identifying lesson objective clearly**

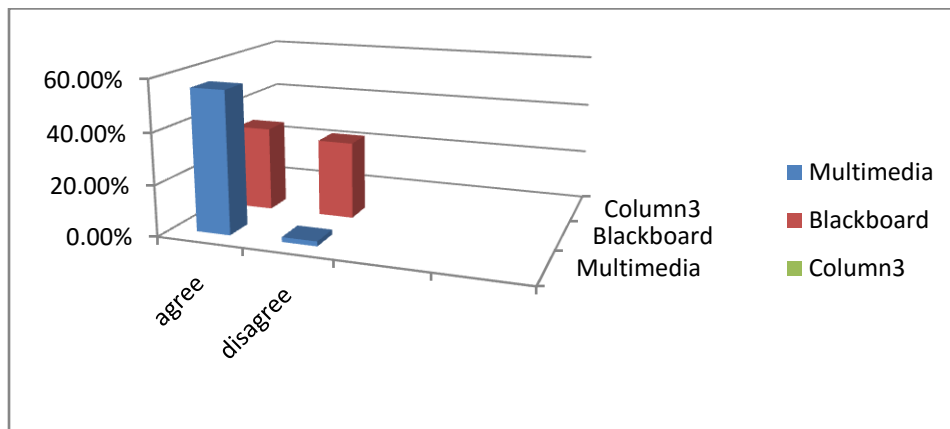


Figure 4: Bar chart of participants agreed, disagreed on teaching aids making lesson objective clearly.

In terms of identifying lesson objective, according to the bar chart, students agreed with multimedia more than blackboard where 54.7% participants or the blue column of the chart shows multimedia can represent specific lesson objective for the class where 33.3% or red column shows writing in the blackboard helps to establish lesson objective. 30.4% disagreed with blackboard for making lesson objective more visible and specific because multimedia presentation can visually informative, easy to understand whereas writing in blackboard may take long time; only the gist can be visible.

✓ **Students get the gist easily:**

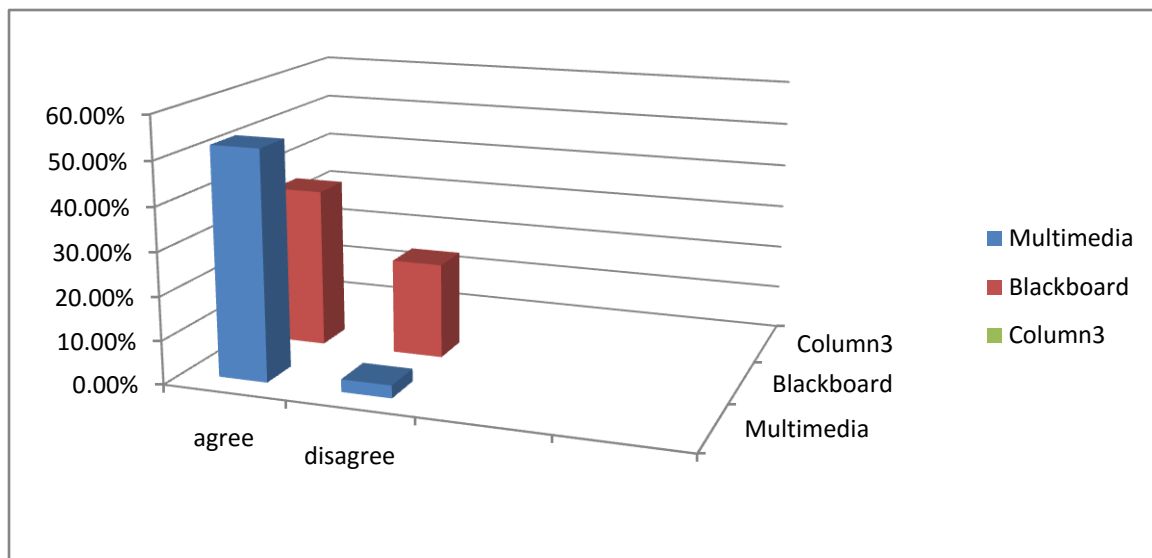


Figure 5: Bar chart of students getting the gist of the class lesson

In this chart, blue column shows 52.4% participants think multimedia presentation of the lesson is more presentable, interactive, and exact where 36.6% finds writing in board is helpful to introduce the gist of the lesson. But the red column represents 21.9% learners feel blackboard cannot present general idea as it can be vague, less comprehensible sometimes.

Table 4: Analysis on how teaching aids are working for learners

This part of this chapter examines how teaching aids are of use for the learners. This part was divided into four questions where researcher explores participant’s answers of how they feel about each teaching aid acts as key supportive elements for language class. This part basically reveals how and which teaching aids is making students more engaging in language class.

✓ **It helps students thinks in English, makes them interested in class activity:**

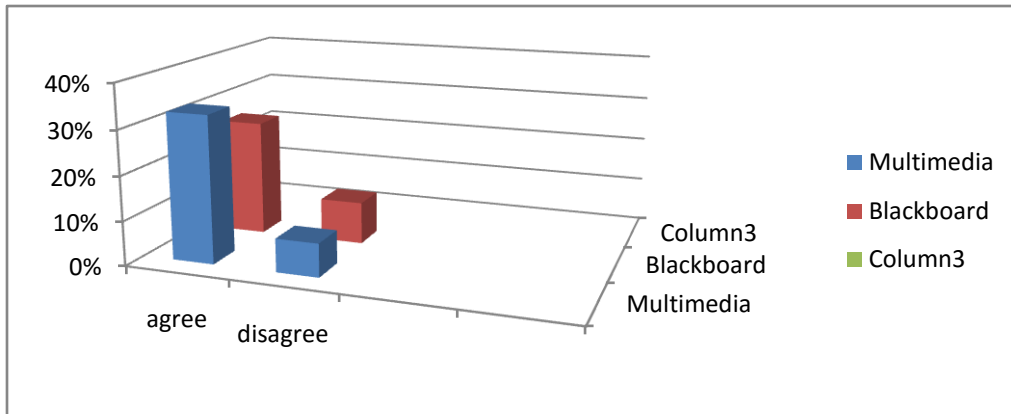


Figure 6: Bar chart of students thinks teaching aid help to think in English language

According to the participants’ response, multimedia helps them more rather than blackboard. In terms of making interested in class activity, only 33% finds multimedia and 26.1% finds blackboard use in language class engaging, interesting. The blue column shows multimedia encourages learners to be active more in class, makes language class more student centered as well.

✓ **It helps to grab concentration on lesson:**

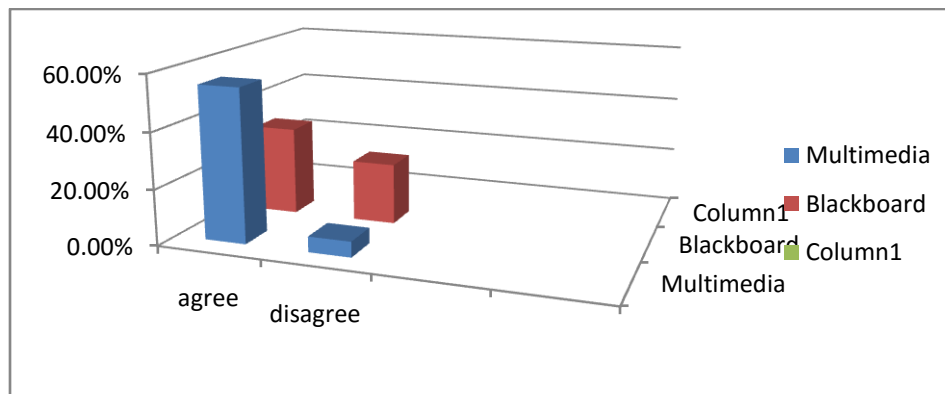


Figure 7: bar chart of using teaching aid to grab attention.

This bar chart shows the highest column is the blue column that represents 55.1% learners agreed with multimedia for grabbing attentiveness among students. On the other hand, the red column represents blackboard where the percentages of agreed and disagreed participants for grabbing concentration on class activity is almost close to. The chart shows 32% agreed with blackboard as while writing on it students can get concentration more than seeing through multimedia. But 22% disagreed on this and thinks blackboard can be boring and easy to lose concentration.

✓ **Students are giving more effort in class activity:**

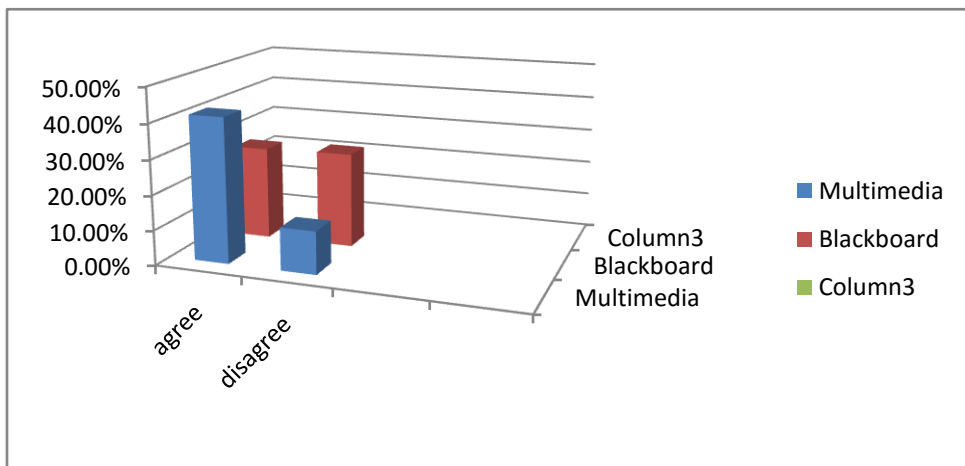


Figure 8: Bar chart of students giving effort in class

In this chart, blue column indicates 41.5% thinks multimedia encourage learners to give more effort in class activity and 12.3% learners think multimedia is not a perfect option as it can be distracting rather than learning element. On the other hand, 26.8% learners believe using blackboard in a language class is inspiring, fun; effective whereas 27.3% disagree with blackboard does not encourage learners to give more effort.

✓ **Students are willing to participate:**

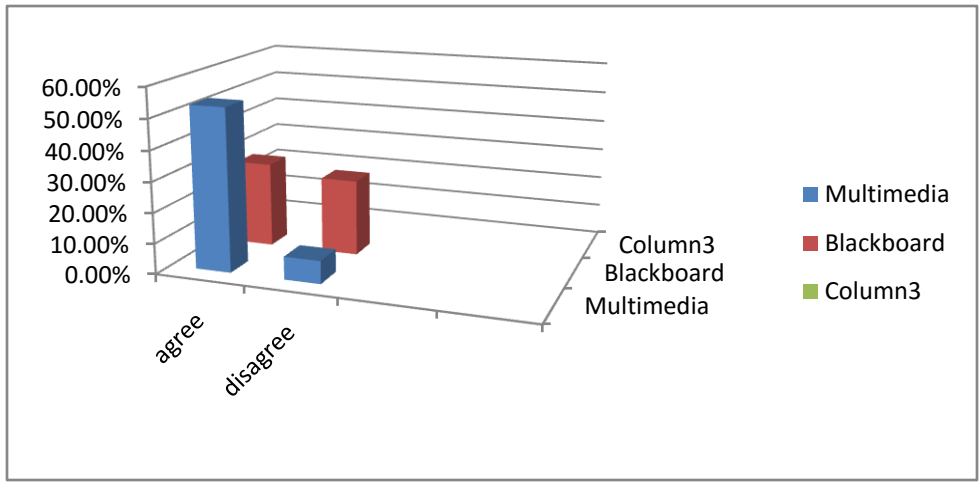


Figure 9: Bar chart of students agreed, disagreed to participate in class

According to the bar chart, 53.3% learners are interested in class activity where multimedia is involved. But only 28% thinks blackboard using makes students participate than multimedia. In addition, 25% learners opposed with using blackboard as it is more traditional where multimedia is colorful, more striking that grabs interest easily.

Table 5: Analysis on how teaching aids captivating students in class.

This chapter describes how the teaching aids are working to catch learner’s attention and also how they are being used or taken by the students. This part mainly divided into four parts where it covers how students act around both the teaching aids.

✓ **It is a distraction for a class:**

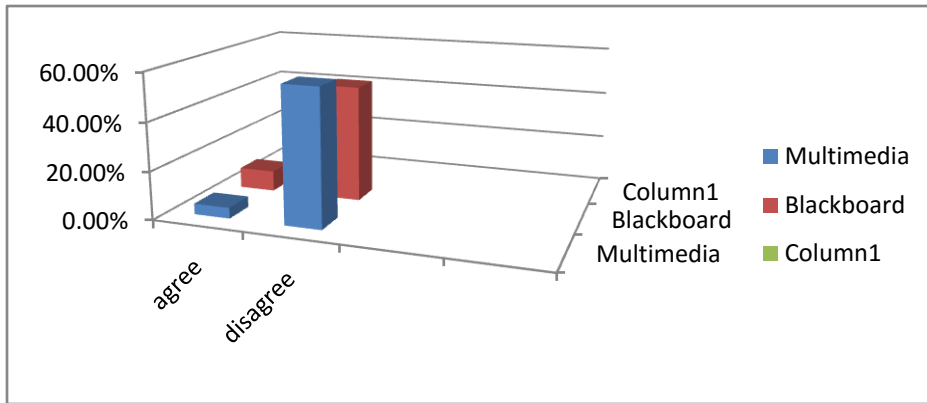


Figure 10: Bar chart of teaching aid being distraction for language class

As said by the participants’ blackboard is most distracting in a language class than multimedia and the percentage of agreeing that fact is 8.7%. But learners feel having multimedia is a way of creative teaching material than blackboard. That is why 56.6% students disagree with multimedia as a distraction for the class.

✓ **Students attention is necessary from the beginning of the class:**

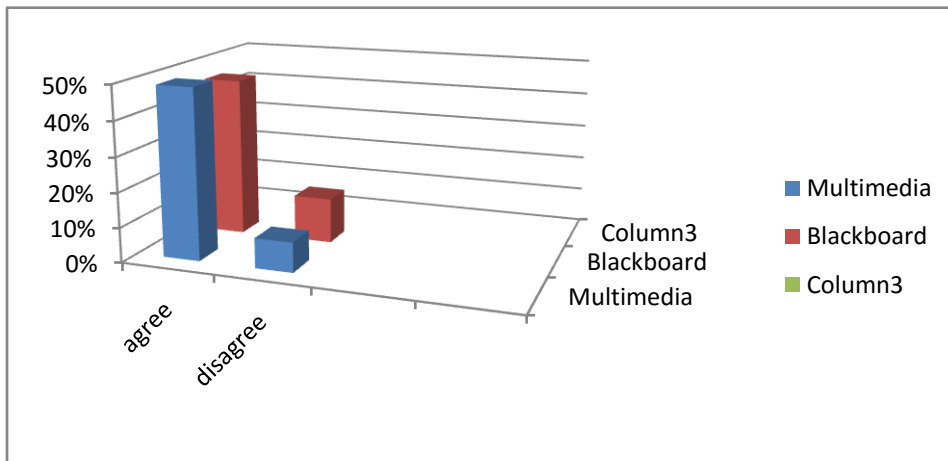


Figure 11: Bar chart of students agreed, disagreed on necessity of attention in the language class

This bar chart describes the necessity of student’s full attention during language class while using teaching aid. And learners feel that students need and give more attention during language learning using multimedia than blackboard. They have pointed out that since multimedia presentation is a continuous flow of information, interesting and comfortable form of learn language. However, 13% agreed that a learner may not have to give full attention or blackboard cannot garb attention from the students like multimedia does.

✓ **It makes class interesting:**

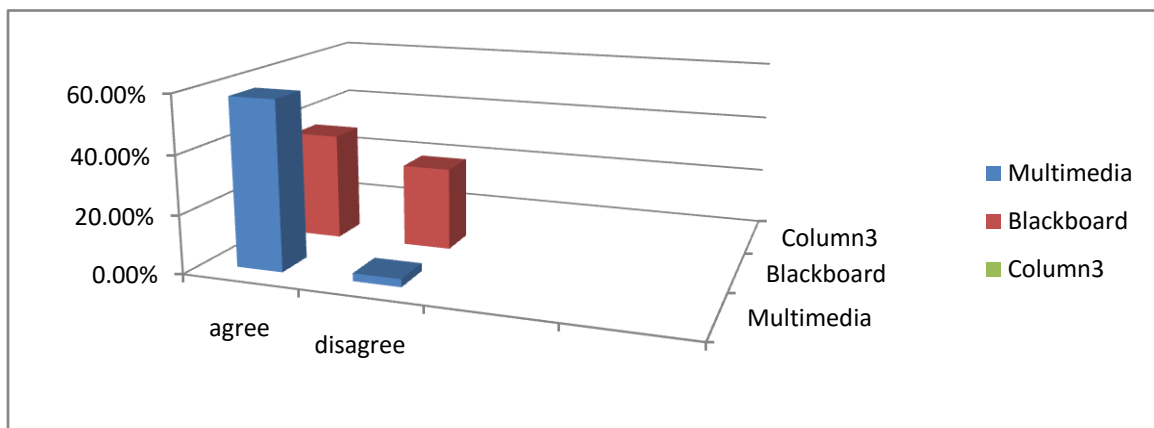


Figure 12: Bar chart of students thinking teaching aid makes class interesting

57.8% participants’ thinks having a multimedia in a language class can make a class interesting where traditional blackboard can make a class less interesting, boring as a result many learners loses interest over concentrating in learning. On the other hand, 2.7% feels multimedia use in language class can be disturbing.

✓ **Students finds comfortable to use it:**

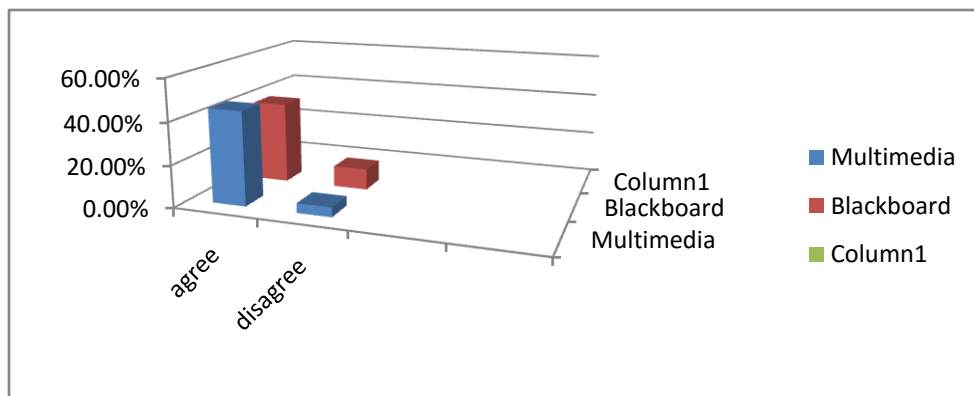


Figure 13: Bar chart of teaching aids is being comfortable to use

Another important issue of using teaching aids is whether they are simple to handle and also students are comfortable to use them while learning in class. It is pretty clear that blackboard is the most practical for a classroom but as the use of technology is rising, how multimedia is giving service to the language class. But the survey says that students find multimedia most easy to use as 44.7% agreed with its comfortableness. Students also find blackboard is a clever option for language class because 39% agreed with the traditional teaching aid.

Table 6: Analysis on how teaching aids might have negative impact on language class.

Teaching aids for the classroom is does not always work as an essential material or do not all learners find teaching aids as resourceful as it should be. This part includes the negative impact of the learning aids of the language class found by the learners mostly. Unlike the parts of the discussion chapter, there are six issues about the negative aspect of using multimedia and blackboard for language teaching purpose.

✓ **It is a complete waste of time:**

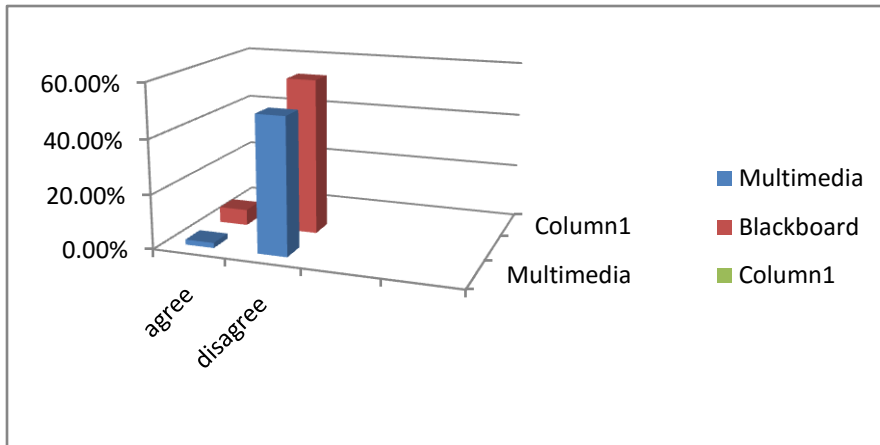


Figure 14: Bar chart of students thinking teaching aids is waste for language class

Some participants find teaching aid such as multimedia and blackboard is not necessary for language class. In comparison of multimedia and blackboard, the bar chart shows the red column representing blackboard is higher than the blue column. This means 57.4% participants opposed the idea of blackboard being a waste of time and 50% participants opposed with multimedia. Only in this case, learners feel blackboard is useful teaching aid than multimedia. In other words, using blackboard can be a slow process whereas multimedia use can be time consuming as it can be operate by a click of the ‘mouse’.

✓ **Students does not get the gist:**

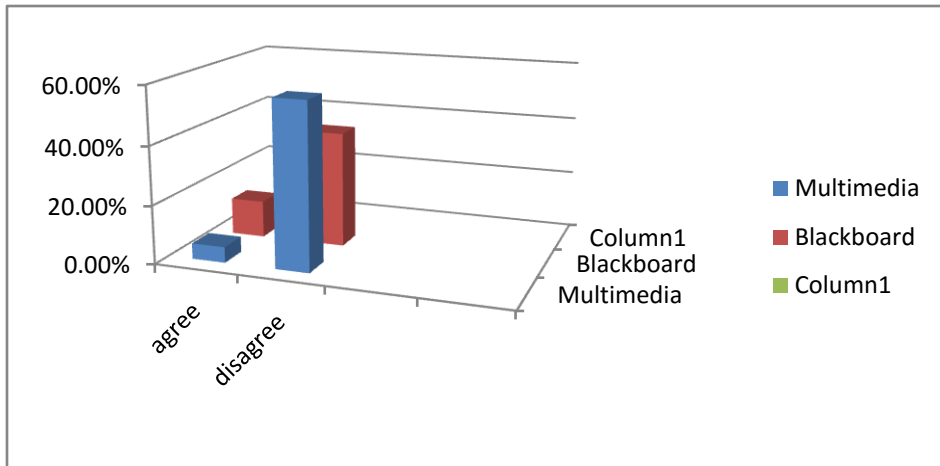


Figure 15: Bar chart of students does not get the gist

5.4% students think by using multimedia they cannot get the gist of the lesson whereas 12.8% agreed with blackboard for not able to provide gist to the students. But 56.8% participants opposed with the question in terms of multimedia use in language class. Participants believe multimedia use for language learning purpose is a modern way of teaching that makes class interesting, student friendly. Besides that, 39.6% finds blackboard provides enough gists for the language class even though this teaching aid is a bit old fashioned.

✓ **It is not appropriate for language class:**

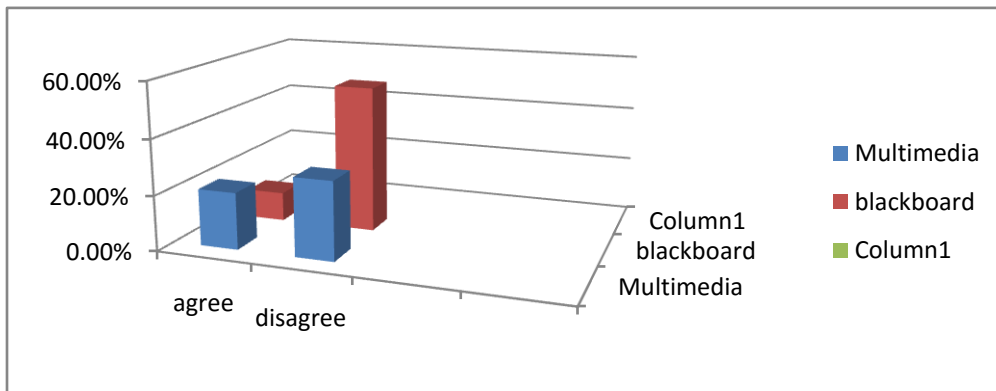


Figure 16: Bar chart of students taking teaching aid as inappropriate

Some finds teaching aids such blackboard and multimedia is not that much important for a language class. To find out the response of the participants based on this matter, it was found that 20.6% agreed that multimedia may not be the best idea for the language class. And 10.6% finds blackboard inappropriate for language teaching. 28.4% students disagree with multimedia for being inappropriate in language class. Moreover, 53.1% disagree with blackboard for being not appropriate for language teaching in classroom.

✓ **It makes dependant on the slides, not on the books:**

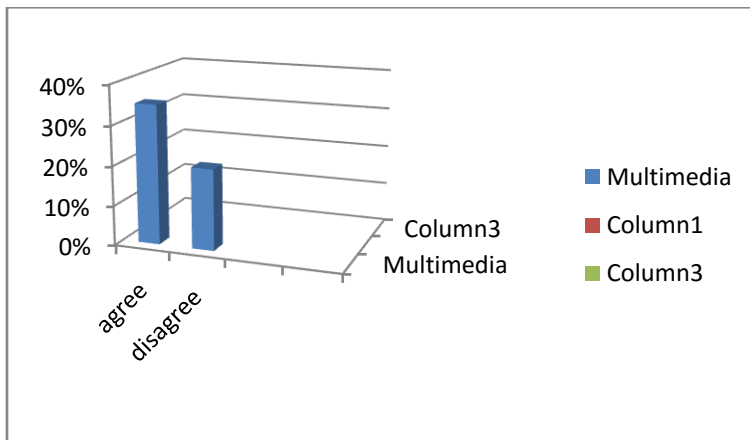


Figure 17: column chart of students agreed, disagreed on making dependant on the slides by multimedia

Throughout the survey the participants have agreed with multimedia as the most essential, important teaching material a language class can have. Still 35% learners have agreed multimedia has influence on students who becomes dependant on the power point slides rather than on the books. But 20.4% disagreed with this.

✓ **Language class does not need blackboard:**

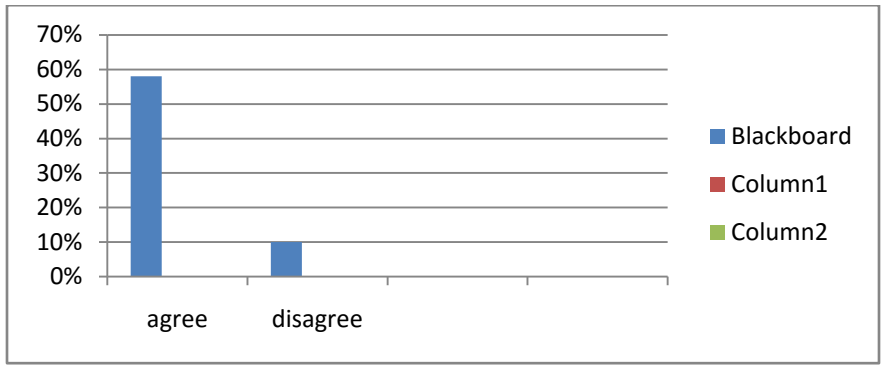


Figure 18: Column chart of blackboard for being not needed on language class

Participants were also asked about the necessity of writing on blackboard for language teaching in class and 58% agreed that a language class does not need blackboard. But 10% feels blackboard is a basic material for language class where teachers can write on it and explain also. It can encourage students to participate in class activities.

✓ **It makes students less attentive:**

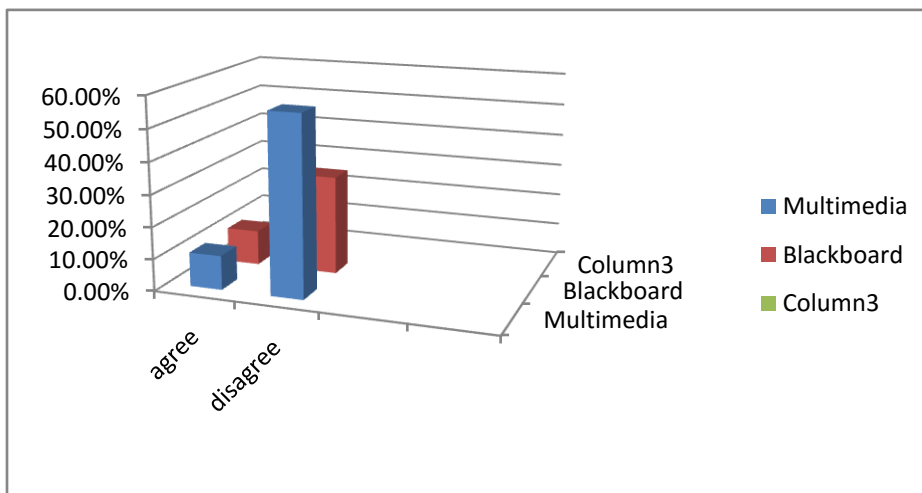


Figure 19: Bar chart of teaching aids making students less attentive

And lastly, 10.7% participants agreed with multimedia and 11% participants agreed with blackboard making students less attentive than it should be. 56.3% disagreed with multimedia for making students less attentive and 30% thinks blackboard does not make students less attentive. They are taking multimedia as the best engaging, organized teaching aid.

Chapter 5

Discussion

This chapter will analysis all the data collected in the previous chapter and make references to the earlier studies which is presented in the literature review. The discussion will inspect the perceptions from the findings and will try to find matches or differences. There will be several sub-chapters in a row according to the findings from the collected data.

5.1 Analysis on teaching aids (multimedia and blackboard) is major source of making learning easy

The survey result shows that there is a gap between choosing teaching aids for language class by the students. Though both teaching aid is equally important and essential for language teaching class the students feels that the use of multimedia is more beneficial for learning than using blackboard. There is a big ratio of choosing multimedia over blackboard which is 70%. There are few possible reasons to pick multimedia over blackboard as it is taken by the students as a “hook” and it helps to “motivate students”(Slack, 1999,p 2). To support Roger Slack’s (1999) words, table 3 has tried to identify how well teaching aids are working as a learning source, whether it is making learning language easy to students. The survey shows that almost more than half number of the participants agreed with multimedia being more logically connected with the learning than the blackboard. They find using multimedia for teaching language is more motivating and “it enables learners to internalize any input in an easier way.”(Gursul & Tozmaz, 2010,p 5732). Students find themselves captivated towards the multimedia, makes them more focused on what they are learning in class. Whereas using

blackboard is may seems boring, less fun to look at and “old fashioned”(Ahmed & Conlan, 2011, p 67). Moreover, 2.8% believed that for a language learning class multimedia is not perfect to use as it lacks to make logical connection. Multimedia screens only shows some specific rules, forms of the language in a flat screen and it can only contain a few but while using blackboard teachers can write several rules, forms, examples one by one as long as students gets it. That is why 2.8% feels that multimedia use in language class is not successful to present logical connections. A student only can find language learning easy of he/she can get the class objective clearly. It is important to make students understand what they are about to learn. If they cannot understand, the use of teaching aids and teaching language in class will be worthless. It was said by Paul D. Johnston (2010) that blackboard used to the core information system within our academic community (p 3). Now 54.7% begs differ on that matter. They thinks multimedia is capable to present lesson objective in a colorful, fun way where blackboard makes an ordinary presentation. Moreover, students emphasizes on visibility of lesson objectives that helps them to understand lesson easily. For that 30.4% agreed with multimedia for presenting lesson objective clearly in class whereas students feel writing on blackboard takes time and only by that they gets the gist, not the entire lesson altogether. For that reason, 21.9% learners think blackboard cannot hand general idea to them as some idea remains indistinct towards students. 52.4% thinks a lesson can be learned by heart, easily if it shown in a systematic way. By this way they can get the gist of the lesson.

5.2 Analysis on how teaching aids are working for learners

Language learning can be difficult if students do not take teaching aids as supportive learning elements. One of crucial part of using teaching aid for language learning class is to

make students more engaged. English language learning class needs full concentration from the learners which will eventually help them to think and talk in English. It has been found that 33% finds multimedia helping students to think in English and interested in the class activities. In this way, they are more active in class works, willing to participate more in class activities. On the other hand, blackboard is less encouraging to students for participates. They think that blackboard is more conventional, does not invite students' engagement. Grabbing students' attention is one of fundamental issue for any class as well as in language learning class. The main work for teaching aid is to make the lesson objective easy to students and while doing that both teaching aid needs to focus on grabbing students' attention. Multimedia helps to grab attention more than blackboard as it is colorful, engaging, modern and organized. On the other hand, 32% agreed with blackboard making learners more concentrate by making the students engaged while writing on it, it contains full students participations. However, multimedia is considered as more suitable for large classroom, engaging also, it sometime lacks keeping concentrate in class. In addition, the survey shows that multimedia encourages learners to give more effort in class as multimedia is more graphic with its presentation. It may appear challenging for teachers while presenting the lesson and it is considered interactive, professional than blackboard. "Teachers can make a presentation by obtaining materials from several spots (an image from the Internet, a graphic from a worksheet, writing from Word) and collecting them together" (Gursul & Tozmaz, 2010, p 5732). On the contrary, 26.8% learners believe that blackboard can be inspiring to give effort in learning as it involves students and teachers equally in learning process. Similarly, 28% thinks blackboard helps students participate more in class but 53.3% learners feels they are more occupied with class activities, participations if it involves

with multimedia. Students feels relived, relaxed in environment in class where they can concentrate in class, participate freely in activities.

5.3 Analysis on how teaching aids captivating students in class

The survey examined on another important matter of choosing teaching aid is how students are taking it, how comfortable they are around it. The results shows that students only wants to learn through teaching aids if it makes them interested in class work. Students agreed that it is very easy to lose focus in class. Teaching aids can help them gain attention easily and multimedia helps more than blackboard. Multimedia is user friendly, easy to spread class lesson, keep the students attention in class lesson for a long time and it is found that students are willing to learn in class. It contains continuous flow of information that students eager to learn more. On the other hand, 13% agreed that this continuous flow of information may makes students less attention, bored in class. They will just look at the screen but they won't be learning anything. On that note, some learners feel multimedia use in language learning process can be less distraction than blackboard. The survey found that many students stare at the board many times than they should be even though the blackboard is not being used. In this way, many students losses concentration on what the teacher is saying. It is also found that blackboard can be a disturbance for language class as its old fashioned, has restricted movement, it is time consuming and slow to operate. However, multimedia is quite organized, easy to operate; students are comfortable to use it. 44.7% learners thinks that multimedia is more practical, easy going as technology is being used in every sector now-a-days. So in classroom, learning through multimedia is effortless, familiar towards students. Though 39% students believe blackboard is more convenient for a classroom let along for a language class. Moreover, they feel using

blackboard is simple for all, not every students have the excess to use multimedia, many teachers and students still are uncomfortable with multimedia. There are some students who are familiar with using multimedia still prefer traditional teaching aid while learning language as they finds blackboard authentic, more engaging for a language class.

5.4 Analysis on how teaching aids might have negative impact on language class

This section of the discussion will shed lights on the part of the survey which shows the negative side of teaching aids taken by the students. The survey focuses on the criticism of the teaching aids and it is found that some students feel that not all teaching aid is necessary for a language class. In comparison between these two teaching aids, using multimedia is considered as less waste of time in class. Students agreed with using multimedia are necessary to present the lesson of the class. However, 57.4% students opposed the idea of blackboard being a waste of class time as they feel that blackboard may be time consuming to operate.(Ahmed & Conlan, 2011,p 67). Students think teaching aid cannot always help provide the gist of the lesson. Though multimedia is measured as an essential element for teach a language class that helps to deliver information in an organized way. Moreover, 58% students think that language class does not need a plain board in class which only can be a diversion. Students should have “an improving learning condition in some fashion”(Hubbard, 2009,p 2).

Chapter 6

Conclusion

After the discussion and analyze the data of findings the study we can conclude by saying that both teaching aids multimedia and blackboard is important for language learning in class. The form and using method of the teaching aids is completely different from each other. Based on the study, modern day teaching aids ‘multimedia’ is considered as fun, colorful, engaging, motivating, attention grabbing for the language class. On the other hand, traditional teaching aid blackboard is taken as less fun to look at, doesn’t encourage participating in the class activity, and makes students uninterested towards language class. However, learners have appreciated the need of blackboard as it has been the first and foremost support for teaching any classroom but they do not prefer the traditional teaching aid for learning language now a day. Among the two teaching aids, multimedia is considered most fundamental, preferred and popular to the language learners. Learners find modern teaching aid better fitted as it contains modern tools that make students interested, engage with the lesson, and encourage participating in class. It can take the learning experience to a new level that can make learning fun and exciting for the language learners.

However, the study also focuses light on the negative impact of the use of multimedia and blackboard in language class. It is found that many of the students are considering multimedia as it is easy to operate and the learning materials are ready by the teachers. They do not have to go through the books as they have slides. This may concern in terms of giving effort to learning. But blackboard use for language class makes both teacher and students give more attempts for the

class. If that is the scenario, learning language by using multimedia might raise a question about student's competence and capability of language learning.

Chapter 7

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Appendix 1**Survey questions****Instruction for the study**

Put a tick mark for the appropriate number according to your answer for each statement. Each statement contains 5 point scale where 1=totally disagree, 2=disagree, 3=not sure, 4=agree, 5=totally agree.

The Use of Modern Teaching Aid (Multimedia)

No.	Statement	Totally disagree	disagree	Not sure	agree	Totally agree
1.	The use of multimedia as a teaching aid in classroom is a major part of class activity.	1	2	3	4	5
2.	Multimedia helps students to relate concepts with the lesson or class activity.	1	2	3	4	5
3.	Multimedia helps students to get the gist of the lesson for the class.	1	2	3	4	5
4.	Multimedia helps students to make logical connection with the class activity.	1	2	3	4	5
5.	It helps to trigger the background	1	2	3	4	5

	knowledge for the students.					
6.	Multimedia helps to portrait clear idea to identify the lesson objectives for the class.	1	2	3	4	5
7.	Multimedia helps students to think in English, makes everyone interested in class activity.	1	2	3	4	5
8.	Multimedia helps to concentrate more, grabs attention easily.	1	2	3	4	5
9.	Multimedia helps to participate in class and makes learning easy.	1	2	3	4	5
10.	While using multimedia students attention is necessary from the beginning in class.	1	2	3	4	5
11.	Multimedia makes students interested as more effort from them is found.	1	2	3	4	5
12.	Multimedia is a distraction for a class.	1	2	3	4	5
13.	It has easily to maintain or operate.	1	2	3	4	5
14.	The use of multimedia in class is a complete waste of time	1	2	3	4	5
15.	The use of multimedia as a teaching	1	2	3	4	5

	aid for classroom activity is not an essential part for the class.					
16.	Multimedia fails to give brief idea of the class lesson.	1	2	3	4	5
17.	Students do not get the gist of the lesson shown by the multimedia.	1	2	3	4	5
18.	Multimedia makes a class interesting.	1	2	3	4	5
19.	Multimedia makes students lazy to read the books or makes students dependent on the slides.	1	2	3	4	5
20.	Using multimedia is not the best way to teach a class.	1	2	3	4	5
21.	Language class does not need the use of multimedia.	1	2	3	4	5
22.	Multimedia use in class makes class boring, students are becoming less attentive.	1	2	3	4	5
23.	Are students are comfortable with the teaching aid? (multimedia)	1	2	3	4	5
24.	Does the teaching aids are difficult to operate?	1	2	3	4	5

The Use of Traditional Teaching Aid (Blackboard)

No.	Statement	Totally disagree	disagree	Not sure	agree	Totally agree
1.	The use of blackboard as a teaching aid in classroom is a major part of class activity.	1	2	3	4	5
2.	Blackboard helps students to relate concepts with the lesson or class activity.	1	2	3	4	5
3.	Blackboard helps students to get the gist of the lesson for the class as it is frequently used for writing.	1	2	3	4	5
4.	Blackboard helps students to make logical connection with the class activity.	1	2	3	4	5
5.	It helps to trigger the background knowledge for the students.	1	2	3	4	5
6.	Blackboard helps to portrait clear idea to identify the lesson objectives for the class.	1	2	3	4	5
7.	The use of blackboard helps students to think in English, makes everyone	1	2	3	4	5

	interested in class activity.					
8.	Writing in blackboard helps to concentrate more in activity, grabs attention easily.	1	2	3	4	5
9.	Blackboard encourages participating in class and makes learning easy.	1	2	3	4	5
10.	While using blackboard students attention is necessary from the beginning in class.	1	2	3	4	5
11.	Use of blackboard makes students interested as more effort from them is found.	1	2	3	4	5
12.	It gives vague idea about the lesson objectives.	1	2	3	4	5
13.	It has easily to maintain or operate.	1	2	3	4	5
14.	Using blackboard to teach in class is a complete waste of time	1	2	3	4	5
15.	The use of blackboard as a teaching aid for classroom activity is not an essential part for the class.	1	2	3	4	5
16.	Writing in blackboard often fails to give brief idea of the class lesson.	1	2	3	4	5

17.	Students do not get the gist of the lesson written on the blackboard	1	2	3	4	5
18.	The use of blackboard makes a class interesting.	1	2	3	4	5
19.	The use of blackboard is fun, engaging, interesting.	1	2	3	4	5
20.	Using blackboard is not the best way to teach a class.	1	2	3	4	5
21.	Language class does not need the use of blackboard.	1	2	3	4	5
22.	It takes few minutes to establish the lesson objective.	1	2	3	4	5
23.	Are students are comfortable with the teaching aid? (blackboard)	1	2	3	4	5
24.	Does the teaching aids are difficult to operate?	1	2	3	4	5

