

ازم خیار کما احسن کما خیارفا

یا صاحب القبة البيضاء

یا

صاحب القبة البيضاء في التجف

من زار قبرك واستشفى لديك شفي

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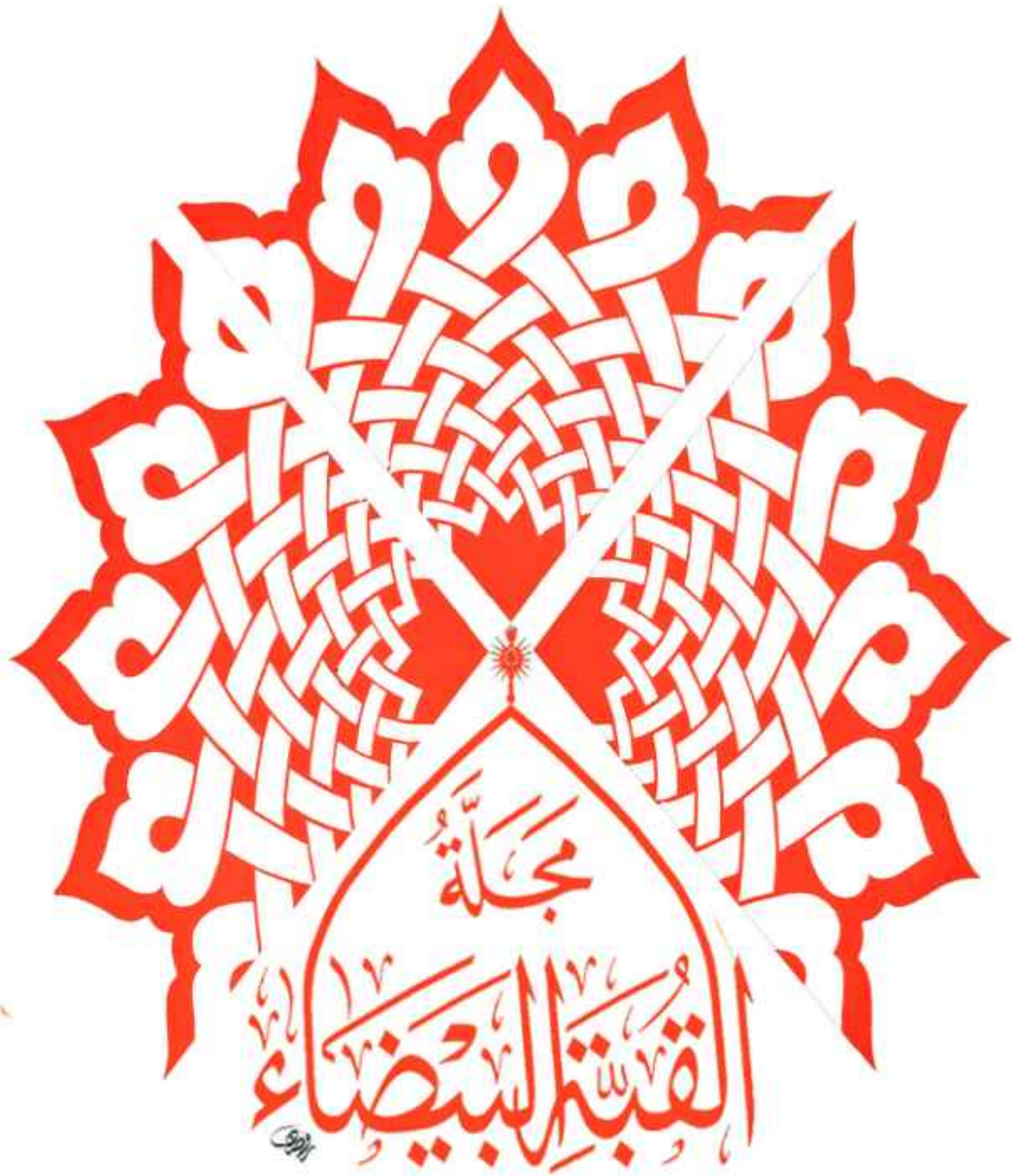
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فصلية تُعنى بالبحوث والدراسات الإنسانية والاجتماعية العدد (٩)
السنة الثالثة جمادى الأولى ١٤٤٦ هـ تشرين الثاني ٢٠٢٥ م



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ديوان الوقف الشيعي/ دائرة البحوث والدراسات

م/ مجلة القبة البيضاء

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- قسم الشؤون العلمية/ شعبة التأليف والترجمة و النشر.... مع الاوليات
- الصادرة

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تصدر عن دائرة البحوث والدراسات في ديوان الوقف الشيعي

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فصلية تُعنى بالبحوث والدراسات الإنسانية والاجتماعية العدد (٩)
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العنوان الموقعي

مجلة القبة البيضاء
جمهورية العراق
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مقابل وزارة الصحة
دائرة البحوث والدراسات

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دليل المؤلف.....

- ١- إن يتسم البحث بالأصالة والجدة والقيمة العلمية والمعرفية الكبيرة وسلامة اللغة ودقة التوثيق.
- ٢- إن تحتوي الصفحة الأولى من البحث على:
أ. عنوان البحث باللغة العربية .
ب. اسم الباحث باللغة العربية . ودرجته العلمية وشهادته.
ت. بريد الباحث الإلكتروني.
ث. ملخصان أحدهما باللغة العربية والآخر باللغة الإنكليزية.
ج. تدرج مفاتيح الكلمات باللغة العربية بعد الملخص العربي.
- ٣- أن يكون مطبوعاً على الحاسوب بنظام (office Word ٢٠٠٧ أو ٢٠١٠) وعلى قرص ليزري مدمج (CD) على شكل ملف واحد فقط (أي لا يُجزأ البحث بأكثر من ملف على القرص) وتُرَوَّد هيئة التحرير بثلاث نسخ ورقية وتوضع الرسوم أو الأشكال، إن وُجدت، في مكانها من البحث، على أن تكون صالحة من الناحية الفنية للطباعة.
- ٤- أن لا يزيد عدد صفحات البحث على (٢٥) خمس وعشرين صفحة من الحجم (A4) .
 ٥. يلتزم الباحث في ترتيب وتنسيق المصادر على الصيغة APA
 - ٦- أن يلتزم الباحث بدفع أجور النشر المحددة البالغة (٧٥.٠٠٠) خمسة وسبعين ألف دينار عراقي، أو ما يعادلها بالعملات الأجنبية.
 - ٧- أن يكون البحث خالياً من الأخطاء اللغوية والنحوية والإملائية.
 - ٨- أن يلتزم الباحث بالخطوط وأحجامها على النحو الآتي:
أ. اللغة العربية: نوع الخط (Arabic Simplified) وحجم الخط (١٤) للمتن.
ب. اللغة الإنكليزية: نوع الخط (Times New Roman) عناوين البحث (١٦). والملخصات (١٢). أما فقرات البحث الأخرى؛ فبحجم (١٤) .
 - ٩- أن تكون هوامش البحث بالنظام التلقائي (تعليقات ختامية) في نهاية البحث. بحجم ١٢ .
 - ١٠- تكون مسافة الحواشي الجانبية (٢,٥٤) سم والمسافة بين الأسطر (١) .
 - ١١- في حال استعمال برنامج مصحف المدينة للآيات القرآنية يتحمل الباحث ظهور هذه الآيات المباركة بالشكل الصحيح من عدمه، لذا يفضل النسخ من المصحف الإلكتروني المتوافر على شبكة الانترنت.
 - ١٢- يبلغ الباحث بقرار صلاحية النشر أو عدمها في مدّة لا تتجاوز شهرين من تاريخ وصوله إلى هيئة التحرير .
 - ١٣- يلتزم الباحث بإجراء تعديلات المحكمين على بحثه وفق التقارير المرسلة إليه وموافاة المجلة بنسخة مُعدّلة في مدّة لا تتجاوز (١٥) خمسة عشر يوماً.
 - ١٤- لا يحق للباحث المطالبة بمتطلبات البحث كافة بعد مرور سنة من تاريخ النشر.
 - ١٥- لا تعاد البحوث الى أصحابها سواء قبلت أم لم تقبل.
 - ١٦- دمج مصادر البحث وهوامشه في عنوان واحد يكون في نهاية البحث، مع كتابة معلومات المصدر عندما يرد لأول مرة.
 - ١٧- يخضع البحث للتقويم السري من ثلاثة خبراء لبيان صلاحيته للنشر.
 - ١٨- يشترط على طلبة الدراسات العليا فضلاً عن الشروط السابقة جلب ما يثبت موافقة الاستاذ المشرف على البحث وفق النموذج المعتمد في المجلة.
 - ١٩- يحصل الباحث على مستل واحد لبحثه، ونسخة من المجلة، وإذا رغب في الحصول على نسخة أخرى فعليه شراؤها بسعر (١٥) ألف دينار.
 - ٢٠- تعبر الأبحاث المنشورة في المجلة عن آراء أصحابها لا عن رأي المجلة.
 - ٢١- ترسل البحوث على العنوان الآتي: (بغداد - شارع فلسطين المركز الوطني لعلوم القرآن)
أو البريد الإلكتروني: (off_research@sed.gov.iq) بعد دفع الأجور في الحساب المصرفي العائد إلى الدائرة.
 - ٢٢- لا تلتزم المجلة بنشر البحوث التي تُخلّ بشروط من هذه الشروط .

مجلة الأنبياء الاجتماعية فصلية تصدر عن دائرة البحوث والدراسات في ديوان الوقت الشيعي
محتوى العدد (٩) جمادى الأولى ١٤٤٦ هـ تشرين الثاني ٢٠٢٥ م

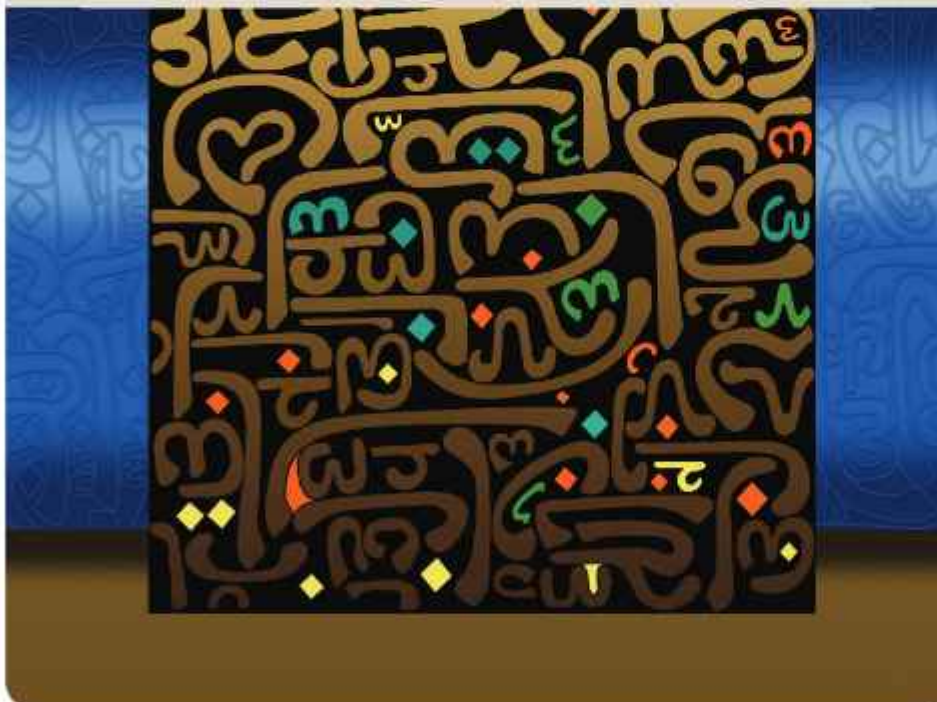


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Benefits and Challenges of using Multimedia Technology in English classroom from Iraqi Secondary

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Open Educational College-Babylon Study Centre-
Jabalah Branch /Ministry of Education/Iraq





Abstract

This study examines the perceptions of Iraqi secondary school English language teachers regarding the advantages and obstacles of using multimedia tools in their teaching. A total of twenty-five teachers were interviewed from three districts in the Babylon governorate (Al-Mahaweel, Kutha, and Al-Musayyab). The results demonstrate several advantages of integrating multimedia, including saving teachers' time and effort, engaging students, increasing motivation levels (especially among less motivated learners), aiding comprehension, assisting with retention in long-term memory, providing a good lead-in to the lesson, and exposing students to the foreign language. However, significant challenges to implementation exist, including lack of infrastructure (computers, projectors, smart boards), unreliable internet, ongoing electricity shortages and insufficient teachers' ICT skills.

Key words: Multimedia technology, benefits and challenges

المخلص

تتناول هذه الدراسة تصورات مدرسي اللغة الإنجليزية في المدارس الثانوية العراقية حول مزايا ومعيقات استخدام الوسائط المتعددة في التدريس. حيث أجريت مقابلات مع خمسة وعشرين مدرساً من ثلاث مناطق في محافظة بابل (المحاول، كوثا، والمسيب). وأظهرت النتائج عدة مزايا لاستخدام الوسائط المتعددة، منها: توفير وقت وجهد المدرس، جذب انتباه الطلبة، زيادة مستويات الدافعية (خصوصاً لدى المتعلمين الأقل دافعية)، المساعدة في الفهم، تعزيز الاحتفاظ بالمعلومات في الذاكرة طويلة الأمد، توفير مدخل جيد للدرس، وتعرض الطلبة للغة الأجنبية. ومع ذلك، هناك تحديات كبيرة تحول دون التطبيق، من بينها: ضعف البنية التحتية (كالحواسيب، وأجهزة العرض، والسيرورات الذكية)، ضعف خدمة الإنترنت، الانقطاعات المستمرة للكهرباء، وعدم كفاية مهارات تكنولوجيا المعلومات والاتصالات لدى المعلمين

الكلمات المفتاحية: (تكنولوجيا الوسائط المتعددة، المزايا والتحديات)

1. Introduction

The evolution of ICT (Information and Communication Technology) especially multimedia educational tools has significantly changed the way of teaching and learning. It has altered the conventional learning environment, learning methods, teaching content, and teacher-student interaction (Wang and Dostály, 2016). Not only do ICT tools allow ubiquitous learning by removing time and location restrictions, but they also increase the efficacy and efficiency of educational results. With the aid of ICT tools, it is possible to combine diverse content forms, such as audio, video, text, image, and sound, into a single





format. This creates an interactive method of learning by making the content of knowledge rich and informative, which can significantly increase students' motivation and interest in learning, and transform passive learning into active learning. Additionally, ICT technologies facilitate individual and autonomous learning. Moreover, it overcomes the weaknesses of conventional learning by offering hypertexts that expand and deepen the content to be taught. Therefore, ICT tools have become an indispensable way of enhancing teaching results and promoting excellent education. On this basis, an increasing number of scholars have focused on the benefits of technical education and associated concerns. On the other hand, many scholars especially those of developing countries look after the factors preventing the integration of multimedia educational tools.

Since little Iraqi scholars have shed light on the benefits and challenges facing the integration of multimedia educational tools in an English classroom, the present study uses interview as the instrument of study to get in deep information about benefits and challenges facing the integration of multimedia tools in Iraq secondary classroom from secondary school teachers' perspectives.

2. Literature Review

2.1 ICT Definition

Generally, ICT refers to the use of computer-based communications technology to search for information over a network. This comprises information resources as well as computer gear and software that may be utilized for teaching and learning (Goay and Wong, 2003). In this study, the term "information communication technologies" (ICTs) refers to all ICT tools such as computers, projectors, mobile phones, and other digital instruments that are used to manage and convey information for educational purposes. However, according to Goay and Wong (2013), any technology that uses a computer to provide us with anticipated outcomes for the goal of learning qualifies as an ICT tool in the educational system.

2.1.1 Multimedia Definition

The term "Multimedia" is relatively new to its area. It is used to describe the combination of many mediums. Multimedia may be de-



finied by its common characteristics: text, images, animations, video, and sound. These components are integrated to create a multimedia environment but can be organized and presented in many different ways. In this sense, multimedia, simply put, can be defined as the integration of multiple media elements into one topic that is beneficial to the end user. These media elements and features have made communication, especially in education, more structured and distinct than at any other time (Gunawardhana et al, 2016).

Multimedia can be described in a variety of ways. Schwartz Beichner (1999:8) defined it as Using numerous media types in a presentation. According to Greenlaw and Hepp, (1999) information presented in the form of movies, graphics , video, and audio is called multimedia. A multimedia document contains at least one non-textual media element. According to Maddux, Cjohnson, and Willis (2001:253) multimedia can be described as a computer program that contains text and at least one of the following: audio, video, photos, 3-D graphics, animation, or high-resolution graphics. Vaughan (2008) describes multimedia as text combined with music, animation, and video conveyed by a computer or other electronic means. It consists of text altered digitally, images, graphics, music, animation, and video.

2.1.2 The Benefits of Multimedia

According to Mayer (2008) results obtain from learning combines word and picture is higher than the results of learning using words alone. Students in secondary school better comprehend complex concepts when they are taught in a more tangible manner via the use of multimedia technology(Mayer,2008). A student`s attention and interaction with these

tools help in saving the information in their memory(Mayer,2008). Students` long-term memory is enhanced when they actively engage with multimedia content (ibid). This type of interaction may include learning exercises within the digital source or a lesson prepared by a teacher. However, not all multimedia content promotes learning. To facilitate teaching and learning, materials must be created according to strong educational principles and intentionally incorporated into the learning experiences by the instructor. Some topics are difficult to understand orally and require illustra-

tional tools to reduce the level of complexity. For example, a second intermediate lesson about „Iraqi culture story’ , can be easily illustrated by a video showing the series of events instead of telling story events orally which may make learners have a sense of boring. learners can understand better what does Iraqi culture consist of ? as they will experience it through the engagement of multi-senses, i.e., sight and sound. Ozaslan and Maden (2013) in his study found that students learn better when materials are presented with the help of illustrations . Teachers believe PowerPoint presentations make material more attractive and obtain students’ attention easily. Corbeil (2007) discovered that students prefer PowerPoint presentations due to their vividness, liveliness, clarity, and interaction. It enhances pupils’ comprehension by allowing them to see the image with examples. Mathew and Alidmat (2013) evaluated multimedia projectors in ELT in Middle East classes . The authors claim that teaching and learning become repetitive when language instructors are forced to depend only on text books for language input. They discovered how multimedia projectors benefit language teachers in university ELT classes. They discovered that employing multimedia projector in language education benefits both instructors and students. Both groups said it made class more engaging and effective . (Mathew & Alidmat, 2013) mCakir (2006) discovered that incorporating video into English language instruction via the use of multimedia projector ensures a real linguistic effort on the part of the learners. Additionally, using contentrelated videos assists students in comprehending the concepts and gaining an idea of the subject matter. Additionally, students may focus on the usage of contextual language in films, as well as the non-verbal features of language, which will aid them in gaining a better understanding of how to speak the target language (Cakir,2006).

Cunning (2001), who investigated the advantages of employing multimedia projector in language education, claims that video provides stimuli to learners, allowing them to obtain a sense of the subject’s surroundings. The utilization of movies shown on multimedia projector also allows pupils to obtain a sense of the target language’s stress and rhythm. Furthermore, it allows pupils to speculate, assume, and analyze the subject matter’s information (Koksai, 2004).





According to Craig and Amernic (2006) Using proper images during the lesson makes learning fun. It also makes students more responsible and thoughtful.

2.3 Appropriate use of Multimedia in Classroom

Multimedia-based learning is useful when used appropriately. If it were used in all places it would not achieve the intended outcomes and would become costly in terms of infrastructure.

Mayer and Moreno (2003) state that When students lack prior domain knowledge or spatial learning aptitude, multimedia is preferable. Students with poor previous domain knowledge or spatial ability benefit from using multimedia to build mental models and link to new knowledge domains. They can better perceive and learn from knowledge domain activities. A student with excellent previous domain knowledge or spatial ability, on the other hand, may develop mental representations of the knowledge area without external assistance and learn nothing from multimedia.

According to Tan and Leong (2003) one of the appropriate usage of multimedia is when teachers have students with low motivation. They added that It's necessary to keep low-motivated learners engaged in learning. Lessons that are interesting to learners encourage self-directed learning and research. Pictures, animations, and sounds may assist learners learn a new area. Interactive multimedia teaching would also assist motivate students to learn. However, highly motivated learners may not require these visual assistance and may grasp the written instructions alone.

Mayer and Mareno (2002) multimedia tool are purposeful if teachers have accurate design of multimedia content. They suggest few principles help in designing multimedia content:

Principles	Explanation
1. Representation	It is preferable to explain using words and text than just text.
2. Contiguity	Present the words and text as one unit.
3. Split Attention	Present words as audio narration rather than visible onscreen text while explaining.
4. Coherence	It is preferable to utilize fewer words and images than too many.

2.4 Teacher's Functions In Multimedia Class



Vollstadt (2002) present certain roles that multimedia teacher may play in the classroom. They are presented in the following table :

Teacher's roles	Explanation
1. Researcher	Teachers must know how and where to get information for themselves and their students so they can help their student. they must be competent in "search engines" and "finding reliable information".
2. Integrator	teachers must know the various functions of media found in the rich environment media. also, they need to know the best time to deploy
3. Collaborator	Cooperating with other colleagues will relieve some of the stress and likely lead to improved overall success and sustainability in the long run. Certainly, collaboration within a single location will be more efficient, and will provide more focused responses aimed at the local setting, but new media opens up avenues for collaboration across institutions - and across geographic (national) boundaries.
4. Designer	To organize an effective learning environment, teachers must understand how to organize activities and resources that will lead their students through the project's execution and completion.
5. Guide and facilitator	Teachers as Facilitators must know more than teachers as information providers. Facilitator teachers must not be aware of only one or two texts, but a wide range of materials are available to improve students' language skills. Textbook is not only the source of information. Electronic dictionaries and encyclopedias are accessible for rapid reference; online newspapers give up-to-date information on current happenings in the target language countries; and (official) websites provide background material on policy, tourism, and political perspectives. Teachers must know how to teach these applications to learners effectively. Teachers must be adaptable facilitators, reacting to students' needs, not merely those predetermined by a curriculum designer.

2.5 Challenges Facing the Application of ICT Tools

Information and communicative technology (ICT) tools are seen as necessary components of development. However, when comparing the developed world with the developing world, there is a significant disparity in the use of information and communications technology (ICT). Within a country and between countries, the disparity is known as the "Digital Divide" (Parliamentary Office of Science and Technology 2006). The educational ICT environment in developed nations is relatively rich. Base on the study of The Second Information Technology in Education Study (Project of an IEA), found that schools are increasingly using PCs (Personal Computers) and that internet connection is accessible in developed countries. Additionally,



according to Kozma (1999) ICT is actively adopted in education to the degree that it transforms educational practice in innovatively . on contrary , developing nations have inadequate ICT infrastructure and restricted the access to internet. The supply of PCs in schools is far less than what is required , beside the lack of ICT trainers. (Oliveira , 1989)

The primary challenges for using ICT in education in developing countries are financial challenges (Oliveira , 1989) low internet access in rural areas (Gulati , 2008), teachers' lack of ICT knowledge (Kozma, 1999), lack of infrastructures (Oliveira 1989) .

The first challenge almost all developing nations encounter is a lack of financial resources (Oliveira 1989). Resources are limited in developing countries, therefore they are spent on basic necessities like food, housing, and roads. Investing in ICT for education may be seen as a long-term concern because of the current necessities.

Secondly, Access to the internet is severely restricted in rural areas, and the lack of infrastructure in developing countries such as the availability of electricity worsens this issue (Gulati 2008). The lack of adequate infrastructure is the most pressing issue facing developing nations, and improving it need time and money.

Third, the teachers lack of ICT competence especially for teachers who used to teach using the traditional approaches (Kozma 1999). Many traditional teachers do not know how to use ICT in their classrooms and sometimes hesitant to incorporate new technology into their classes.

Fourth, the lack of appropriate ICT educational environment (Oliveira 1989). The traditional and poor classrooms in developing countries especially in rural areas are another challenging issue facing the adoption of ICT tools in classroom. Most classrooms in these areas have lack of computer, projectors, internet access, and electricity which make ICT tools inappropriate in these environments.

3. Methodology

This study aims to investigate Iraqi secondary school teachers' perspectives regarding the benefits and challenges facing the use of multimedia technology in the English classroom. This section describes the methodological aspects employed in this paper which are the de-



sign of the project, the procedure of conducting and doing interview, collecting data, analyzing data. The methodology of this study designed to achieve the purpose of the study and answer the following questions:

1. What are the benefits of using multimedia tools in the Iraqi English classroom?
2. What are the challenges facing the use of multimedia tool in the Iraqi English classroom?

3.1 Research design

Ormrod (2001) stated that the research design provides researchers with the overall structure and procedures the researchers need to follow, the procedures involved, data collection and data analysis. This study used an interview as the tool of the study to collect data about secondary schools teachers' perspectives regarding the benefits and challenges of using multimedia technology in the English classroom. After contacting and taking the participants' permission to participate in the study, Meetings arranged with them separately. The interviews were face to face with each participant in different days. The data arranged, coded and then analyzed.

3.2 Sampling Method

This study followed the purposeful sampling method. Creswell (2005) Purposeful sampling is a non-random sampling strategy that uses a defined criterion or objective to select a specific sample. The researcher may employ one or more procedures or criteria to choose the sample. The aim behind choosing interview as an instrument of the study is to collect in depth information from the right respondents.

3.3 Sample of the study

The participants of this study were Iraqi secondary school teachers of the English language subject. The number of participants were Twenty-five participants. They were from both rural and urban schools. They were from different areas of Babylon governorate (8 of them from Al-Mahaweel, 7 of them from Al-Musayyab, 5 of them Kutha, 5 of them from Hillah). Their age ranged between 28-50 years



old and their teaching experiences ranging from 3-25 years.

3.4 Instrument of the study

The current study employed a qualitative research instrument which was a semi-structured interview to gain qualitative and rich data regarding teachers' perceptions on the opportunities and barriers of adopting multimedia technology in the English secondary classroom. An interviewer does not follow a formalized list of questions in a semi-structured interview; rather they will ask open-ended questions to prompt discussion (Doyle, 2020) . After carefully reading the most pertinent literature and protocols created for the same purpose of this study, the researcher created two open-ended questions to respond to the questions of the study. The interview consisted of two sections. The first section pertained to demographic data and teaching experience. The second section, which was the most important, consisted of 2 open-ended questions:

1. Depending on your opinion and experiences in education field, what are the benefits of using multimedia tools in the English classroom?

a) Do you think multimedia technological tools beneficial in terms of „increasing motivation, reducing level of complex term, reducing the delivery of hours of a lesson, grasping students' attention, making lesson fun and comfortable , and how is that?

2. Depending on your opinion and experiences in education field, what are the challenges facing the use of multimedia tool in the English classroom?

b) Do you think lack of internet access, electricity, infrastructures, and

ICT competence hinder the integration of multimedia technology in English classroom, and how is that?

3.5 Pilot study

According to Sekaran and Bougie (2009) pre-test is important to ensure the validity and relevance of the instrument. .therefore, to ensure the reliability and validity of the interview, the researcher did the pilot study among 5 teachers. To explain, firstly, the researcher contacted the participants and arranged meetings with them separately



. Secondly, the purpose and significance of the study explained to the participants. All personal information (Name, phone numbers, and responses) assured to be in the hand of the researcher only. After that, the researcher did the interview with them individually. The time for each participant's interview was about 20-35 minutes. Most of them confirmed the clearness of the questions. Also, Most of them said that they did not face ambiguity or problems with interview „questions.

3.6 Data collection and analysis

To collect the data for current study, participants' contact numbers were obtained . Each of the participants was then contacted and meetings were arranged with them individually. Before starting the interview , the purpose and significance of this study explained to the participants. also, the participants informed that they have the right to participate in the study and guaranteed students' personal information (names, pictures, and contact numbers) will be kept in hand of research only. Finally, the interviews conducted among them individually . the collection of data was within two months.

After collecting the required data, Participants' Reponses were arranged, coded and then analyzed. To ensure that there is not simple information missed during the interview, the responses were both written and audiorecorded by the researcher.

4. Results and Discussion

4.1 Demographic Data

The subsequent table contains a summary of the demographic data of respondents. As illustrated in the table below, a total of twenty-five secondary school English teachers were selected from three different places in Babylon governorate, 10 teachers were selected from AlMahaweel, 10 teachers were selected from Kutha, 5 teachers were selected from Hilla, and 5 teachers were selected from Al-Musayyib. In the table below, it clearly illustrates that only 7 teachers with 25 years experience, 5 teachers with 14 years experience, 8 teachers with 7 years experience, and 5 teachers with 3 years experience. 12 of them are master degrees and 13 of them are bachelor degrees.



Table 4.1 : Demographic Data

Teachers' code	Area	degree	Experiences
T1	Al-Mahaweel	Master	7
T2	Al-Mahaweel	Bachelor	14
T3	Al-Mahaweel	Master	14
T4	Al-Mahaweel	Master	14
T5	Al-Mahaweel	Bachelor	25
T6	Al-Mahaweel	Master	7
T7	Al-Mahaweel	Master	25
T8	Al-Mahaweel	Bachelor	7
T9	Kutha	Bachelor	7
T10	Kutha	Master	25
T11	Kutha	Master	25
T12	Kutha	Bachelor	14
T13	Kutha	Bachelor	3
T14	Kutha	Bachelor	3
T15	Kutha	Bachelor	25
T16	Hilla	Bachelor	7
T17	Hilla	Master	7
T18	Hilla	Master	25
T19	Hilla	Master	14
T20	Hilla	Master	25
T21	Al-Musayyib	Bachelor	7
T22	Al-Musayyib	Bachelor	3
T23	Al-Musayyib	Bachelor	3
T24	Al-Musayyib	Master	7
T25	Al-Musayyib	Bachelor	3

4.2 Findings and Discussion of Interviews

The findings of this study are represented based on the following themes.

4.2.1 Benefits of applying Multimedia tools in the English Classroom

When the interviewees were questioned about the advantages of utilizing multimedia tools in an English classroom, the majority of them referenced the effective and purposeful nature of multimedia technology. Although T1, T2, and T3 did not use multimedia technology in their classroom, they noted the effective role multimedia played (all three very much referred to the use of media). They stated that the use of multimedia technology saves time and decreases the effort of the teacher. T2 said:

Multimedia technological tools have multiple benefits, for example, it is useful tool to control time and reduce the effort on the part of





teacher. When we use traditional tools such as board, marker and textbook, We spent a lot of time and effort to ensure that students understand the presented lesson. The use of multimedia technological tools associated with sound and image help in save time, reduce effort, save in memory, and understanding the presented lesson quickly. Multimedia tools is more powerful than the traditional one.

T 5,20,21 and 6 have shared perspective toward the benefits of multimedia technological tools in the classroom. They highlighted that multimedia tools help in gaining students' attention and increase their motivation toward the presented lesson. T 20 said :

I think that teaching using multimedia tools is purposeful. Most of the developed countries like united states of America and united kingdom improved their educational institutions by applying these in their schools. Multimedia tools in classroom have multiple benefits, one of it is gaining students attention and increase their motivation. For years, I teach 1st intermediate using traditional way of teaching 'lecture' and most of the time students board, absent minded and have low level of motivation. For example, when I teach 1st intermediate students reading passage using traditional way of teaching, most of them board and giving no attention to the lesson.

..... But , Imagine the level of motivation, fun and students' attention if I teach that passage using videos , pictures and data show and give students chance to discuss inside.

T 16, 9, 18, 24, and 19 agree that using multimedia is beneficial. Presenting lesson in the form of video or through data show supported by sound and image help students in understanding the complex subject and saving it in the long term memory. T19 reported

... The use of computer, data show and others help students to understand smoothly and save the lesson for in mind for a long time....

T18 mentioned that the benefit of multimedia tools is limited to the introduction of the lesson only not the lesson as a whole. He said: Actually, the use of ICT especially multimedia tools in our classroom is purposeful. It is one of the successful ways to warm students and save information. Also, it is important to mention that the use of multimedia tools need to be as introduction to the lesson and not present-



ing the whole lesson using video, image and sound as it may cause students to be noisy.

T 7, 16, 4, 18, 17, and 15 highlight the benefit of multimedia tools as a way to create an comfortable environment full of fun. T 16 and 17 said :

To be honest , the difference between the traditional classroom (classroom supported by multimedia tools such as Tabs, computers, projectors, ...) is similar to the comparison between jail and cinema. Most of our students in traditional classroom are bored and not motivated as if they are in jail. While the lesson supported by computers , data show tools which make students happy and joyful , they increase students` motivation as if they are in cinema.

T 23,8 and 14 refereed to the benefit of multimedia tools as a way help to shift from traditional to an interactive lesson . While T 11,12 and 13 referred to benefit of these tools as a way to expose to the native language, for example, presenting reading passage by data show as video enable students hear the native language and who and when to use that language.

٤,٢,٢ Challenges Facing Application of Multimedia Tools in

English Classroom

When the interviewees were asked about the difficulties regarding the use of multimedia tools in the English classroom, most of them referred to the fundamental factors all schools face which were hurdles to the use of multimedia educational tool in their schools. There agree T1,2,25 and 4, multimedia tools in fact were not useful in terms of time and effort, yet they also referred to the lack of multimedia infrastructures at their school as a difficult factor. T 2 and 4 stated:

In fact, multimedia technology is purposeful but the application of it is challenging because of the lack of multimedia tools such as computers, projectors, and internet access..... the instructions of Iraqi ministry of education do not permit students to bring their phones to school which we may use it as teaching device. Such obstacles force me to teach using traditional method `lecture`

T 5,6 ,20 and 23 agree that teachers` ICT incompetence represents challenging factor hinders the application of multimedia technology in the classroom. T6 and 20 said:



..... in most schools I taught in, most teachers lack computer knowledge especially teachers who use to teach during structural approach. They lack knowledge about how to use and prepare lesson using these tools.

According to T22,10, 11 and16 the lack of electricity represents the most prominent challenge facing the application of multimedia technology in Iraqi schools. T 11 said:

....If we suppose that our schools supplied with technological tools and teachers are fully prepared to teach using these tools, the problem of electricity in our country is a harsh challenge that even our ministry of education cannot solve ... our schools and houses facing problem of power cuts from years and till the moment no real solution presented.....

T11, 9, 21,10 and 7 highlight the lack of internet access in Iraqi schools as a challenge facing the use of multimedia tools . T 7 said :

.....Basically, the use of these tools required internet access help teacher to prepare lesson and bring supporting materials. Most of our schools are not connected to internet and 99% of rural schools lack Wi-Fi connection.....

T 12, 18, 14, and 8 referred that teachers' attitude toward the use of multimedia tools in Iraqi schools is negative. Depending on their opinion, the main reason behind their negative attitude is the appropriate classroom environment (number of student ,size, and time of lesson). T8 and 14 said :

.....Actually, it is good to use multimedia tools in English classroom for the reason I just mentioned..... but the time, size of classroom, and number of students effect on the way we manage the classroom and may let students be noisy.....

4.3 Discussion

Overall, there are many advantages and disadvantages to employing multimedia tools within the English classroom. Regarding advantages, the participants in this study indicated that employing multimedia tools such as projectors, computers, Taps, smart whiteboards, helped save time and reduce effort in lesson delivery. This finding is consistent with Kai et al (2017), who researched the effectiveness of multimedia educational tools in teaching and learning and found



that multimedia educational tools “ease the process of learning and reduce delivery hours.”

Another finding of this study was that multimedia educational tools helps teachers to grasp students` attention and increase their motivation and interaction toward the presented lesson. This finding supported by Mayer (2008) students` interaction with multimedia lesson helps them to understand the presented lesson and save in long term memory. Tan and Leong (2003) multimedia education tools are appropriate and purposeful with low motivation students. This study also revealed that using multimedia tools make educational environment comfortable and fun. This is supported by Craige and Amernic (2006) using images and videos during the lesson make learning fun. Also, results of this study revealed that integrating multimedia educational tools in classroom help to shift from the routine way of presenting the lesson „lecture“ to more interactive way like „discussion“. This finding comes in line with Mathew and Aldimat (2003). They evaluated multimedia projectors in ELT in Middle East classes . The authors claim that teaching and learning become repetitive when language instructors are forced to depend only on text books for language input. They discovered how multimedia projectors benefit language teachers in university ELT classes. They discovered that employing multimedia projector in language education benefits both instructors and students. Both groups said it made class more engaging and effective.

Moreover, interviewees reported that using multimedia educational tools help student to understand the complex concepts. This is in agreement with Ozaslan and Maden (2013) finding that students learn better when

materials is presented with the help of illustrations.

For the finding of teachers` perspectives regarding challenges facing the integration of multimedia education tools in the English classroom. The study found that Iraqi secondary school teachers are aware of the benefits of using multimedia educational tools but most of their schools lack computers, projectors, Taps, and smart white board. This finding supported by Oliveira`s statement (1989) Resources are limited in developing countries, therefore they are spent



on basic necessities like food, housing, and roads. Investing in ICT for education may be seen as a long-term concern because of the current necessities. Also, the study revealed that most of Iraqi rural and urban schools lack internet access which makes the use of multimedia educational tools difficult. Gulati (2008) access to the internet is severely restricted in rural areas, and the lack of infrastructure in developing countries such as the availability of electricity worsens this issue.

Moreover, the interviewees of this study stated that most of Iraqi teachers especially those who used to teach using structural approach computer knowledge. Kozma (1999) teachers' lack of ICT competence mostly the traditional one worsen the issue of integration multimedia tools in the classroom.

Lastly, the study revealed that Iraq lack electricity and most of the schools and houses are suffering from power cuts. Based on interviewees' perspectives this factor make the use of multimedia educational tools challenging. Their perspectives are supported by Gulati (2008) that the lack of infrastructures such as electricity in developing countries worsen the issue of using multimedia tools in schools, most of developing countries lack adequate infrastructures and solving this problems need time and money.

5. Conclusion

Exploring Iraqi secondary school teachers' perspectives regarding the benefits and challenges of integrating multimedia educational tools in the English classroom was the backbone of this study. The study was conducted within 25 secondary school teachers in different areas in Babylon governorate to get full idea about teachers' perspectives of learning using multimedia educational tools and what the factors they consider them challenges preventing the integration of multimedia tools. The results of the study revealed that Iraqi secondary school teachers know that multimedia education tools are beneficial as they help them grasping students' attention, increasing motivation, reducing delivery hours of the lesson, creating comfortable and fun environment, reducing the level of complex concept, and



helping students to save information in long term memory. However, there are many challenges standing in the face of using multimedia educational tools in the English classroom which are lack of electricity, lack of internet access, lack of multimedia education resources in Iraqi schools, and lack of ICT competence especially the tradition teachers.

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فصلية تُعنى بالبحوث والدراسات الإنسانية والاجتماعية العدد (٩)
السنة الثالثة جمادى الأولى ١٤٤٦ هـ تشرين الثاني ٢٠٢٥ م



السنة الثالثة جمادى الأولى ١٤٤٦ هـ تشرين الثاني ٢٠٢٥ م



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