

## PERCEIVED IMPACT OF MULTIMEDIA TOOLS ON ILESA WEST SECONDARY SCHOOL STUDENTS LEARNING OF ENGLISH LANGUAGE CONCEPTS

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**Abstract:** *The study Perceived Impact of Multimedia Tools on Ilesa West Secondary School Students Learning of English Language Concepts. The study is a descriptive study; a total number of 300 respondents were used. The instrument for data collections was inventory and was structured by the researcher for data collection and reliability level was 0.75. Data collected were analyzed using descriptive statistics specifically mean, standard deviation, frequency counts and Person Product Moment Correlation (PPCM). The findings of the study revealed that Multimedia tools enable you to gain better understanding of English Language concepts that are unclear to you, Multimedia tools give you room to receive an answer at the same time, as well as being able to exchange responses to questions with teachers in real time, Multimedia tools encourage you to share our thought and opinion on English Language concepts, Multimedia tools develop your critical thinking skills and enrich your learning experience in learning English Language concepts, Multimedia tools help to develop your language skills chiefly English Language, Multimedia tools assist you in comprehending text by utilizing prior knowledge new terminology, Does the appealing features of the multimedia tools allow you to boost your stimulation to the learning process involved in learning English Language concepts, application of multimedia tools*

*in learning English Language also improve memory retention, learning accomplishment and satisfaction. Also, the study has revealed that there is significant difference in learning effectiveness of student who learned English Language concept with multimedia tools and those who learn without it. It also revealed that there is a significant difference in the attitude of secondary school students to learning English Language concepts when multimedia tools are explored and when not. As a result of the findings in this study, this can strengthen the literatures of Multimedia tools.*

**Keywords:** *multimedia tools; english language concepts; critical thinking skills;*

*Stimulation; memory retention; learning accomplishment.*

### **Introduction**

Allam & Elyas (2016) state that in the 21st century, technology is increasingly employed in the field of language learning because it helps develop learners' language skills. The implementation of technology in language classroom is considered useful since the new generation has different ways of learning, practicing, and interaction with each other. Students are able to use technology quite well and know how to apply it to their learning. Students in the 21st century are more accustomed to visual learning. According to Kallas (2017), teachers are encouraged to employ multimedia in their classroom because it provides the students a combination of visual images and aural input.

Multimedia is a combination of more than one media type such as text (alphabetic or numeric), symbols, images, pictures, audio, video, and animations usually with the aid of technology for the purpose of enhancing understanding or memorization (Guan. N., Song. J., Li, D., 2018). The hardware and software used for creating and running of multimedia applications is known as multimedia technology (Kapi., A.Y., Osman, N., Ramil, and R.Z., (2017). Multimedia technology has some characteristics like integration, diversity, and interaction that enable people to communicate information or ideas with digital and print elements. The digital and print elements in this context refer to multimedia-based applications or tools used for the purpose of delivering information to people for better understanding of concepts. Indeed, various aspects of human endeavors, especially the educational

sector, are being transformed by the advent of Information and Communication Technology (ICT). ICT involves the use of hardware and software for the purpose of collecting, processing, storing, presenting, and sharing of information mostly in digital forms. Multimedia technology is an important aspect of ICT that deals with how information can be represented and presented digitally, using different media such as text, audio, video, among others (Guan., N., Song. J., Li, D., 2018). It involves the combination of several technologies provide information in the best possible formats, packages, and sizes.

In general, multimedia learning is a method in which learners are exposed to the use of images, audio such as video and animation. Multimedia learning tools may be utilized to assist students in comprehending the text by utilizing prior knowledge and new terminology. Further, the variety of components in multimedia tools can aid students in their learning process and enhance their enthusiasm to study (Abdul Samat & Abdul Aziz., 2020). Besides, the application of multimedia tools in learning and teaching may also improve memory retention, learning accomplishment and satisfaction with the material presented to students on the material provided. According to the research of Afyouni, B., Tabatabai, M., & Ghasempour, A. 2016), the findings of the study show that learning through multimedia tools is far superior to the traditional technique known as lecture class. It has the abilities to create learning more interesting and to engage students in the learning environment. Apart from that, multimedia capabilities allow students to actively participate with course while learning, while somehow enjoying visual representation and audio components for further attractiveness. In addition, multimedia tools can improve engagement between teachers and students and make the learning process more goals-oriented (Almarabeh, Hilal & Amer, E.F., & Amjad Sulieman 2015). These applications assist students in gaining a better understanding of a topic that is unclear to them and receiving an answer at the same time, as well as being able to exchange responses to questions with teachers in real time. Hence, no one will miss out on learning the topic and will be able to comprehend the subject or topic. Besides, all students are encouraged to share their thoughts and opinion on the topic, which will develop their critical thinking skills and enrich their learning experience.

In a nutshell, multimedia tools in teaching and learning help to enhance student prior knowledge since the appealing features of the multimedia tools might allow them to boost their stimulation to the learning

process. This can assist both students and teachers enhance the quality of their education while also motivating students to study hard in order to get a higher grade and performance in the respective subject.

Learning is a difficult journey if teachers continue to use old methods. As a result, teachers must understand how to use multimedia tools in the classroom, especially in the 21st century. Advanced of technology brought the students to a new way of thinking so the teachers should be able to keep up with the students in order to improve teaching and learning quality. By fully utilize multimedia tools in the classroom, students are able to discover their latent potential and enhance their ability, allowing both teachers and students to raise their self-confidence due to the efficacy of this technique. It also helps students develop their thinking and reasoning skills, which will allow them to be more creative. After all, multimedia tools are a highly successful approach for both the teachers and the students in a positive way. Multimedia refers to any computer-mediated software or interactive application that integrates text, color, graphical images, animation, audio sound, and full motion video in a single application.

### **Statement of the Problem**

Our contemporary society has been rapidly increased in the aspect of Technology. The world is technologically advanced. It is sometimes referred to as a global village. The reason for this assertion is attributed to the impact of multimedia tools on education. Multimedia tools has become popular in education, instructional delivery method, most chiefly in developed countries like Europe, America and others. Multimedia tools have been proven to be beneficial in delivering educational learning materials. Since the late 1980s, the progress of multimedia applications in the education sector has been demonstrated. Since the rapid growth of technology, particularly in multimedia applications, the education sector has gradually become more dependent on multimedia tools. Multimedia tools combine important elements such as texts, images, audios, videos, animations and user control all into one, making it easier, more engaging and effective by saving time. This due to the fact that multimedia tools assist students get a deeper understanding since multimedia applications engage all of the senses, including verbal listening and visual displays of knowledge, enabling the human brain to assimilate the information more easily. On top of that, students have access to a wide range of information through the use of electronic devices, mainly communication gadgets that are fully equipped, making it easier for students to explore for any information they require. The light of the above observations inspired

the researcher's curiosity to investigate the Perceived Impact of Multimedia Tools in Ilesa west secondary school students learning of English Language concepts.

### **Purpose of the study**

The general purpose of the study is to investigate the perceived impact of multimedia tools on Ilesa west secondary school students learning of English Language concepts. To be specific therefore, the purposes of the study are to:

1. examine the existing multimedia tools used for learning English Language concepts in Ilesa west secondary schools.
2. investigate perceived impact of multimedia tools on the learning of English Language concepts in Ilesa west secondary schools.
3. investigate the challenges of using multimedia tools for learning English Language concepts in Ilesa west secondary schools.

### **Research Questions**

1. What are the existing multimedia tools used for learning English Language concepts in Ilesa west secondary schools?
2. What is the perceived impact of multimedia tools on the learning of English Language concepts in Ilesa west secondary schools?
3. What are the challenges of using multimedia tools for learning English Language concepts in Ilesa west secondary schools?

### **Research Hypotheses**

H<sub>01</sub>: There is no significant difference in the learning effectiveness of students who learned English language concepts with multimedia tools and those who learned without it .

H<sub>02</sub>: There is no significant difference in the attitude of secondary school students to learning of English language concepts when multimedia tools are employed and when not.

### **Scope of the Study**

This research will be conducted in Ilesa west, Osun state, Nigeria. It will cover the secondary school students in Ilesa west (Public and private). Geographically, the study will cover 10 secondary schools in Ilesa west in Osun state (5 public and 5 Private schools).

### **Significance of the Study**

This study will be highly crucial to government officials at all level, the parents, educational planners, decision and policy makers as well as other stakeholders in education. This study will reveal the impact of multimedia tools on Ilesa west school students learning concepts in English Language. It will improve students' potential to use multimedia tools for learning. The study will charm the Government by applying various methods to boost the recital of the students. Through this study, the selected students will be able to know the impact of multimedia tools when learning concepts in English Language.

**Limitation to the Study**

This study was limited to ten schools in Ilesa west, Osun State in order to avoid manipulation of variables.

**Results**

**Table 1: Respondent Distribution by Gender (N = 300)**

	F	%
Male	105	35.0
Female	195	65.0
Total	300	100.0

Table 1 presents the gender distribution of respondent. It shows that 35.0% are male while 65.0% are female.

**Analysis of Research Question**

**Research Question 1:** What are the exiting multimedia tools used for learning English language concept in ilesha west secondary school?

**Table 2: Analysis to know the exiting multimedia tools used for learning English language concept in ilesha west secondary school (N = 300)**

S/ N	ITEMS	RESPONSE									
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		F	%	F	%	F	%	F	%	f	%
1	I used desktop	167	55.7%	66	22.0%	26	8.7%	31	10.3%	10	3.3%

	to access online resources					
2	I used digital camera for showcasing work in firm or photograph	75 25.0%	136 45.3%	31 10.3%	45 15.0%	13 4.3%
3	I used USB for sharing of document to device	114 38.0%	80 26.7%	43 14.3%	49 16.3%	14 4.7%
4	I use laptop to watch most of my educative lessons	99 33.0%	102 34.0%	53 17.7%	31 10.3%	15 5.0%
5	I download most of my learning materials online	122 40.6%	85 28.3%	52 17.3%	28 9.3%	13 4.3%
6	I use emails to communicate with others	86 28.6%	108 36.0%	46 15.3%	50 16.7%	10 3.3%
7	I use WIFI for connectivity of phone and digital	100 33.3%	93 31.0%	53 17.7%	41 13.7%	13 4.3%

	devices					
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Table 2 presents the analysis to know the exiting multimedia tools used for learning English language concept in Ilesha west secondary school. the items the respondents agreed with were; they used desktop to access online resources (77.7%), they used digital camera for showcasing work in firm or photograph (70.3%), they used USB for sharing of document to device (64.7%), they use laptop to watch most of my educative lessons (67.0%), they download most of my learning materials online (68.9%), they use emails to communicate with others (64.6%), they use WIFI for connectivity of phone and digital devices (64.3%).

**Research Question 2:** What is the perceived impact of multimedia tools on learning of English Language concept in Ilesha Secondary school?

**Table 3: Analysis to know the perceived impact of multimedia tools on learning of English Language concept in Ilesha Secondary school (N = 300)**

S/ N	ITEMS	RESPONSE									
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		F	%	F	%	F	%	F	%	f	%
1	Multimedia tools enable you to gain better understanding of English Language concepts that are unclear to you	157	52.3%	75	25.0%	29	9.7%	29	9.7%	10	3.3%
2	Multimedia tools give you room to receive an	94	31.3%	124	41.3%	39	13.0%	33	11.0%	10	3.3%



	answer at the same time, as well as being able to exchange responses to questions with teachers in real time					
3	Multimedia tools encourage you to share our thought and opinion on English Language concepts	122 40.7%	100 33.3%	42 14.0%	31 10.3%	5 1.7%
4	Multimedia tools develop your critical thinking skills and enrich your learning experience in learning English Language concepts	116 38.7%	114 38.0%	45 15.0%	22 7.3%	3 1.0%
5	Multimedia tools help to develop your language skills chiefly English Language	119 39.7%	106 35.3%	43 14.3%	23 7.7%	9 3.0%
6	Multimedia	107	116	42	30	5

	tools assist you in comprehending text by utilizing prior knowledge new terminology	35.7%	38.7%	14.0%	10.0%	1.7%
7	Does the appealing features of the multimedia tools allow you to boost your stimulation to the learning process involved in learning English Language concepts.	118 39.3%	99 33.0%	48 16.0%	30 10.0%	5 1.7%
8	Does the application of multimedia tools in learning English Language also improve memory retention, learning accomplishment and satisfaction	122 40.7%	110 36.7%	37 12.3%	26 8.7%	5 1.7%

Table 3: Analysis to know the perceived impact of multimedia tools on learning of English Language concept in Ilesha Secondary school. the items the respondents agreed with were; Multimedia tools enable you to gain better understanding of English Language concepts that are unclear to you (77.3%), Multimedia tools give you rom to receive an answer at the same time, as well as being able to exchange responses to questions with teachers in real time (72.6%), Multimedia tools encourage you to share our thought and opinion on English Language concepts (74.0%), Multimedia tools develop your critical thinking skills and enrich your learning experience in learning English Language concepts (76.0%), Multimedia tools help to develop your language skills chiefly English Language (75.0%), Multimedia tools assist you in comprehending text by utilizing prior knowledge new terminology (74.4%), Does the appealing features of the multimedia tools allow you to boost your stimulation to the learning process involved in learning English Language concepts. (72.3%), Does the application of multimedia tools in learning English Language also improve memory retention, learning accomplishment and satisfaction (77.4%).

**Research Question 3:** What are the challenges of using multimedia tools for learning English Language concept in Ilesha west secondary schools?

**Table 4: Analysis to know the challenges of using multimedia tools for learning English Language concept in Ilesha west secondary schools (N = 300)**

S/ N	ITEMS	RESPONSE									
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		F	%	F	%	F	%	F	%	f	%
1	Limited technology skills of the student	134	44.7%	79	26.3%	40	13.3%	31	10.3%	16	5.3%
2	Student's resistance to the adoption of multimed	85	28.3%	130	43.3%	39	13.0%	36	12.0%	10	3.3%

	a tools					
3	Inadequate of multimedia tools to support learning	106 35.3%	91 30.3%	53 17.7%	40 13.3%	10 3.0%
4	Lack of funds to procure the needed multimedia tools for learning English Language concepts	121 40.3%	92 30.7%	39 13.0%	35 12.0%	13 4.3%
5	Lack of infrastructure, like power supply and other multimedia tools	123 41.0%	96 32.0%	45 15.0%	27 9.0%	8 2.7%
6	Network connection problem	113 37.7%	88 29.3%	39 13.0%	43 14.3%	16 5.3%

Table 4: Analysis to know the challenges of using multimedia tools for learning English Language concept in Ilesha west secondary schools. The items the respondents agreed with were; Limited technology skills of the student (71.0%), Student's resistance to the adoption of multimedia tools (71.6%), Inadequate of multimedia tools to support learning (65.6%), Lack of funds to procure the needed multimedia tools for learning English Language concepts (71.0%), Lack of infrastructure, like power supply and other multimedia tools (73.0%), Network connection problem (66.0%).

### Analysis of Research Hypothesis

**Hypothesis 1:** There is no significant difference in learning effectiveness of student who learned English Language concept with multimedia tools and those who learn without it.

**Table 5: Summary of t-test Analysis to know if there is significant difference in learning effectiveness of student who learned English Language concept with multimedia tools and those who learn without it.**

	N	Mean	S.D	T	Df	Sig. (2-tailed)	Remark
Learned English Language concept with multimedia tools	137	20.02	5.58	9.712	298	0.00	Significant
Learned English Language concept without multimedia tools	163	27.77	9.79				

Table 5 presents the analysis to know if there is significant difference in learning effectiveness of student who learned English Language concept with multimedia tools and those who learn without it. The result reveals that there is a significant difference in learning effectiveness of student who learned English Language concept with multimedia tools and those who learn without it ( $t = 9.712$ ,  $df = 298$ ,  $p < 0.05$ ). This implies that the learning effectiveness of student who learned English Language concept with multimedia tools is different from those who learn English Language without multimedia tools.

**Hypothesis 2:** There is no significant different in the attitude of secondary school students to learning English Language concepts when multimedia tools are explored and when not.

**Table 6: Summary of t-test Analysis to know if there is significant difference in the attitude of secondary school students to learning English Language concepts when multimedia tools are explored and when not**

	N	Mean	S.D	T	Df	Sig. (2-	Remark
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						tailed )	
Learned English Language concept with multimedia tools	147	22.26	6.41	8.743	298	0.00	Significant
Learned English Language concept without multimedia tools	153	29.91	8.62				

Table 6 presents the analysis to know if there is significant difference in the attitude of secondary school students to learning English Language concepts when multimedia tools are explored and when not. The result reveals that there is a significant difference in the attitude of secondary school students to learning English Language concepts when multimedia tools are explored and when not ( $t = 8.743$ ,  $df = 298$ ,  $p < 0.05$ ). This implies that the attitude of secondary school students to learning English Language concepts when multimedia tools are explored is different when multimedia tools are explored.

### Discussion

This research aimed mainly to: examine the existing multimedia tools used for learning English Language concepts in Ilesa west secondary schools, investigate perceived impact of multimedia tools on the learning of English Language concepts in Ilesa west secondary schools and investigate the challenges of using multimedia tools for learning English Language concepts in Ilesa west secondary schools. In line with the above objectives, the following findings were obtained and discussed.

### Research Question One

Results on research question one revealed existing multimedia tools used for learning English language concept in Ilesha west secondary school. The items the respondents agreed with were; they used desktop to access online resources, they used USB for sharing of document to device, they use laptop to watch most of my educative lessons, they

download most of my learning materials online, they use emails to communicate with others, they use WIFI for connectivity of phone and digital devices which these above results are consistent with AlSaleem (2020) findings on Computers in Teaching English Language. E-books (PDF, Epub.), Graphics (Digital Images), Mp3 Players (Digital Audio Players), Video players (VCD, DVD players) and Animations. This finding is also consistent with Ghavifekr, Abd Razak, Ghani, Ng Yan Ran, Meixi & Tengyue (2014) study on ICT Integration In Education: Incorporation for Teaching & Learning Improvement. The study indicates that most of the teachers in the Klang Valley are more likely to use ICT applications and resources for educational purposes, such as the Internet, multimedia computer, projector system, PowerPoint presentation, or word processor programs during the teaching and learning process. At the same time, the advanced usage of ICT like build a learning website or creating learning. The findings are consistent with Rathore and Sonawat (2015) findings on Integration of Technology in Education and its Impact on Learning of Students. Devices like cell phones, mp3 players, and tablet computers are now being used as learning tools in forward-thinking schools. These findings negate the results of (Shabiralyani, Hasan, Hamad and Iqbal, 2015) study on Impact of Visual Aids in Enhancing the Learning Process Case Research. This research has also shown that visual aids teaching/learning resources such as TV, CDs computers, recording tapes and radios were not the in some schools and therefore could not be used by both teachers and students for teaching and learning respectively. Teachers also feel comfortable guiding and discussing with their students within or outside the universities through several digital platforms such as WhatsApp, Facebook, and google groups (Hodgson and Shah, 2017) which the result of our finding negates the result of this finding.

### **Research Question Two**

Results on research question two revealed the perceived impact of multimedia tools on learning of English Language concept in Ilesha Secondary school. The items the respondents agreed with were; Multimedia tools enable you to gain better understanding of English Language concepts that are unclear to you, Multimedia tools give you room to receive an answer at the same time, as well as being able to exchange responses to questions with teachers in real time, Multimedia tools encourage you to share our thought and opinion on English Language concepts, Multimedia tools develop your critical thinking skills and enrich your learning experience in learning English Language concepts. Multimedia tools help to develop your language

skills chiefly English Language, Multimedia tools assist you in comprehending text by utilizing prior knowledge new terminology, Does the appealing features of the multimedia tools allow you to boost your stimulation to the learning process involved in learning English Language concepts, Does the application of multimedia tools in learning English Language also improve memory retention, learning accomplishment and satisfaction. The results are consistent with Fu'ad and Nor Sam, (2021) study on Multimedia Tools in Teaching and Learning. These applications assist students in gaining a better understanding of a topic that is unclear to them and receiving an answer at the same time, as well as being able to exchange responses to questions with teachers in real time. Hence, no one will miss out on learning the topic and will be able to comprehend the subject or topic. Besides, all students are encouraged to share their thoughts and opinion on the topic, which will develop their critical thinking skills and enrich their learning experience. In a nutshell, multimedia tools in teaching and learning help to enhance student prior knowledge since the appealing features of the multimedia tools might allow them to boost their stimulation to the learning process. This can assist both students and teachers enhance the quality of their education while also motivating students to study hard in order to get a higher grade and performance in the respective subject. Learning is a difficult journey if teachers continue to use old methods. As a result, teachers must understand how to use multimedia tools in the classroom, especially in the 21st century. Advanced of technology brought the students to a new way of thinking so the teachers should be able to keep up with the students in order to improve teaching and learning quality. By fully utilize multimedia tools in the classroom, students are able to discover their latent potential and enhance their ability, allowing both teachers and students to raise their self-confidence due to the efficacy of this technique. It also helps students develop their thinking and reasoning skills, which will allow them to be more creative. After all, multimedia tools are a highly successful approach for both the teachers and the students in a positive way. The above results are also in line with Thamarana (2016) study. It is found that the majority of sample respondents agree with the idea that they feel comfortable with the idea of using Multimedia as a learning tool for English. They are designed to assist learning with tools which can be used in presentations, class room or laboratory learning, simulations, e-learning, computer games, and virtual reality, thereby allowing learners to process information both in verbal and pictorial forms (Alemdag and Cagiltay, 2018). Multimedia makes student more physically dependent. It includes harmful effects which direct children personality and mind too. Due to



lack of knowledge in teachers regarding multimedia, they don't provide correct knowledge that's by decreased student's academic achievement. Multimedia elements not provide proper knowledge related to concepts motivation (Singh S, Mishra S, 2013) which negates the above results of this finding. Hereby, those teachers prefer to deliver lessons face-to-face and show a negative attitude toward the online teaching mode. Likewise, Afridi and Chaudhry (2019) also found an unsatisfactory status of adopting technologies in instructional practices in all universities of Punjab due to several constraints which is against the above result of this research. A similar barrier has been identified by Akram et al. (2021b), where teachers reported that they don't find enough time to make the efficient use of ICT in raising their instructional practices' effectiveness which negates the results in this finding.

### **Research Question Three**

Results on research question three revealed the challenges of using multimedia tools for learning English Language concept in Ilesha west secondary schools. The items the respondents agreed with were; Limited technology skills of the student, Student's resistance to the adoption of multimedia tools, Inadequate of multimedia tools to support learning, Lack of funds to procure the needed multimedia tools for learning English Language concepts, Lack of infrastructure, like power supply and other multimedia tools, Network connection problem. The results are collaborated with Abdulrahman,, Olawoyin, Mejabi, Fulani, Fahm, and Azeez (2020) study on Multimedia tools in the teaching and learning processes: A systematic review. Several barriers to multimedia use in teaching and learning were revealed as a result of the review. Such barriers include resistance to the adoption of ICT, lack of teachers' confidence in the use of technology, resistance to change on the part of teachers, a lack of ICT skills and lack of access to ICT resources. Other barriers identified were the lack of support, lack of time to learn new technologies, lack of instructional content, and the physical environment in which multimedia delivery took place. Some studies reported respondents that perceived no benefits from the use of multimedia. These barriers certainly affect both the integration of multimedia in teaching and learning and the uptake of the multimedia tool. Most of the barriers identified could be classified into three groups with a major one being the fear or resistance to change. This means that change management must be an integral part of multimedia tools development and deployment in order to achieve the desired goal. Also, barriers such as lack of time and lack of resources should not be

underestimated. Some of the studies reported providing the hardware for the multimedia application and such an approach should be considered. Most multimedia tools are ICT driven and as such the identified barrier of lack of ICT skills is an important aspect that must be addressed. This can be done as part of the change process and would also boost the confidence of teachers to incorporate multimedia for teaching. It is important that the multimedia tool is designed and developed with the end-goal in mind. As indicated, some recipients of multimedia applications did not see any benefit in its use. This means that the multimedia tool should be designed to provide an experience that is worth the teachers and students' time, attention and effort. These results are consistent with Mulhim and E (2014) study, it was revealed that a number of factors that hindered teachers' IT integration: (1) shortage of time and (2) access to technology. However, in this study, some teachers avoided using IT integration in classrooms due to shortage of equipment and resources Al-Harbi (2014). This finding of this research supports the results of the study conducted by Hur, Shannon, and Wolf (2016). It was observed in this study that lack of funding/budget was found as the main barrier to integrating technology in education a teacher's resistance to the adoption of new technology, lack of ICT skills on the part of teachers, which this finding is consistent with Liu et al. (2017) this variable is associated with pedagogical beliefs. Ullah and Ali (2021) found that amid COVID-19, students from elite private schools in the urban areas received an online learning advantage over the students from public schools in the rural areas due to the lack of adequate infrastructure and competent teachers which is against the results of the findings. Akram H, Abdelrady AH, Al-Adwan AS and Ramzan M (2022) Findings also negates the result of the findings. A specified several barriers that hinder effective technology integration in teaching-learning practices, including lack of resources, leadership support, accessibility of ICT infrastructure, inadequate time, unclear policies, professional development, technical support, and lack of appropriate pedagogical models.

### **Research Hypothesis one**

This study presents the analysis to know if there is significant difference in learning effectiveness of student who learned English Language concept with multimedia tools and those who learn without it. This implies that the learning effectiveness of student who learned English Language concept with multimedia tools is different from those who learn English Language without multimedia tools, this result is consistent with Baharuddin, M. F., Masrek, M. N., & Shuhidan, S. M. (2020) study on Content validity of assessment instrument for

innovative work behaviour of Malaysian school teachers. Using multimedia tools may help the student and teacher be more flexible in terms of time and place. Learning and teaching may be made more pleasant and enjoyable by using multimedia tools. Learning by using multimedia tools encourages the students to be more inventive in their classrooms. It will stimulate creativity and ability in students, allowing them to feel confident in their capacity to design their own learning materials, evaluate, browse information and sharing their knowledge to classmates. Obviously, this approach of learning and teaching method may engage the students and empower them to develop and design their own learning material instead of absorbing representations provided by others. After all, multimedia tools enable students to engage deep reflective thinking and master basic skills such as writing and problem solving. Olagbaju, O.O. & Popoola, A.G. (2020) The use of audio-visual resources in teaching actively engages both the teacher and learners in conversation during the course of instruction. Audiovisual technology improves the quality of learning and students' learning experience because concepts are easily presented and comprehended as words are complemented with images and animations. Interactive Multimedia Tools and its Strength on English Pronunciation at the Secondary School Level. (Hassan Saleh Mahdi, 2019) recommend against it as the transitions can increase the anxiety of the presenter and they can easily mishandle their timing (Swathipatnaik & Davidson, 2016). Certainly, multimedia technology brings about improvement in teaching and learning, however, there are a number of limitations in this technology for educational purposes. Some of these limitations include unfriendly programming or user interface, limited resources, lack of required knowledge and skill, limited time and high cost of maintenance among others (Al-Ajmi and Aljazzaf, 2020; Putra, 2018) which the outcome of this finding negates the above result. The study concluded that academic performance of students in social studies was greatly improved when multimedia technique was applied as compared to traditional classroom (Ilhan and Oruc, 2016).

### **Research Hypothesis Two**

This study presents the analysis to know if there is significant difference in the attitude of secondary school students to learning English Language concepts when multimedia tools are explored and when not. The result revealed that there is a significant difference in the attitude of secondary school students to learning English Language concepts when multimedia tools are explored and when not. This implies that the attitude of secondary school students to learning

English Language concepts when multimedia tools are explored is different when multimedia tools are not explored. The result is supported with Thamarana (2016) Study on Use of Multimedia Technologies in English Language Learning. The students' survey results suggested that the majority of the students seemed to have positive attitudes towards the use of Multimedia Technologies in English language education. They agreed that multimedia technologies play a great role in language learning according to their own pace, helps in self-understanding and it does not hinder interaction with the instructor. The findings also suggest that multimedia technologies supported language learning help in individual motivation for the students and understanding of concepts are also easy. One of the ultimate goals of multimedia language teaching is to promote students' motivation and learning interest, which can be a practical way to get them involved in the language learning (Thamarana, 2015). The use of modern materials of the global network in teaching helps students to obtain relevant knowledge about the language and culture of foreign countries. It is against the finding of (Alhumaid, 2019) in order to eliminate these negative effects, the use of technology in educational environments should be carried out in a controlled manner.

### **Conclusion**

In this research, a result of the survey of the Perceived Impact of Multimedia Tools on Ilesa West Secondary School Students Learning of English Language Concepts has been presented and discussed. Based on the findings from this study, it was concluded that Multimedia Tools have positive effects on Ilesa West Secondary School Students Learning of English Language Concepts. Study revealed that Multimedia tools enable you to gain better understanding of English Language concepts that are unclear to you, Multimedia tools give you room to receive an answer at the same time, as well as being able to exchange responses to questions with teachers in real time, Multimedia tools encourage you to share our thought and opinion on English Language concepts, Multimedia tools develop your critical thinking skills and enrich your learning experience in learning English Language concepts, Multimedia tools help to develop your language skills chiefly English Language, Multimedia tools assist you in comprehending text by utilizing prior knowledge new terminology, Does the appealing features of the multimedia tools allow you to boost your stimulation to the learning process involved in learning English Language concepts, application of multimedia tools in learning English Language also improve memory retention, learning accomplishment and satisfaction. Also, the study has revealed that there is significant

difference in learning effectiveness of student who learned English Language concept with multimedia tools and those who learn without it. It also revealed that there is a significant difference in the attitude of secondary school students to learning English Language concepts when multimedia tools are explored and when not. As a result of the findings in this study, this can strengthen the literatures of multimedia tools.

### **Recommendations**

Based on the findings related to the Perceived Impact of Multimedia Tools on Ilesa West Secondary School Students Learning of English Language Concepts, here are some recommendations:

- i. Secondary school students should incorporate multimedia tools into their learning materials to enhance their positive learning outcomes. For instance, It can encourage students to use educational apps, access online learning resources, and participate in class discussions.
- ii. Secondary school teachers chiefly English Language teachers should encourage students to use multimedia tools for learning activities.
- iii. Government should improve the rate of funding and provision of digital accessories for the teachers so that materials can be designed using multimedia tools likewise for the students to access the educative contents.
- iv. Government should provide adequate power supply so that the existing multimedia tools such as Laptop, desktop, WIFI and others can be charged and used effectively.

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