

**THE EFFECTIVENESS OF INCORPORATING MULTIMEDIA MATERIALS IN THE
CLASSROOM INSTRUCTIONS IN TORORO DISTRICT.**

BY

ONGWENA LEZON

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**A RESEARCH REPORT SUBMITTED TO THE DEPARTMENT OF LANGUAGE
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BUSITEMA UNIVERSITY.**

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DECLARATION

I declare that this research report is my original work, and its contents have not partially or wholly been presented for an academic award by any person in any university or institution of high learning

Signature.....

Date 24/10/2024.....

ONGWENA LEZON

ENDORSEMENT BY THE SUPERVISOR

This research report entitled the effectiveness of incorporating multimedia materials in the classroom instructions in Tororo district. Has been prepared under my supervision upon appointment by Busitema University

Supervisors signature.....

Date.....

24/10/2024

Madam. Deborah Mirembe.

DEDICATION

This research report is dedicated to my incredible parents, Achalat Bensmes and Mr. Obbo Ongwena. Thank you for your unwavering support and sacrifices to ensure my education. May you both live long and enjoy the fruits of your hard work.

I also dedicate this report to my loving wife, Mrs. Abbo Constance Ongwena. Thank you for standing by my side through all the challenges. May you be there to witness the success of our efforts?

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ACKNOWLEDGEMENTS

I wish to acknowledge my supervisor who also sits in the place of my mother Madame. Debora Mirembé for her endless follow ups to see that the completion of this report is a success. My sincere appreciations also go to my mother and her husband, without you, without my education

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ABSTRACT

In recent years, technology has rapidly advanced, making multimedia materials readily accessible and easy to integrate into language classroom instruction. Many educators have recognized the potential of multimedia to engage and cater to diverse learners by providing a dynamic and interactive learning environment. It offers a range of benefits that traditional teaching methods may not provide. For example, multimedia materials can stimulate visual and auditory senses simultaneously, enhancing learners' comprehension and retention of language content. Moreover, the incorporation of multimedia materials allows for the integration of real-life and culturally authentic content, enabling learners to improve their language skills within a meaningful context.

However, despite the abundant advantages, incorporating multimedia materials into language instruction also comes with some challenges. Technological glitches, such as software malfunctions or lack of reliable internet connection, may interrupt lessons and lead to frustration for both teachers and students. In addition, some teachers may lack the necessary technical skills to effectively use multimedia tools, hindering their ability to fully capitalize on the potential benefits. Moreover, due to the vast array of multimedia resources available, selecting and evaluating appropriate materials can be time-consuming and overwhelming for teachers.

Numerous studies have been conducted to evaluate the effectiveness of incorporating multimedia materials in language classroom instruction. Overall, these studies consistently suggest that the integration of multimedia can enhance language learning outcomes. For instance, research has shown that multimedia materials can improve learners' listening and reading skills by exposing them to authentic audio and visual materials. Furthermore, multimedia can facilitate speaking skills through interactive features, providing learners with opportunities to practice and receive feedback.

ACRONYMS

ICT- information communication technology

TV- television

PC- personal computer

CD-compact disc

CD-ROM-compact disc read only memory

DEFINITION OF KEY TERMS

Effectiveness -the capacity or potential for achieving results or

The degree to which something achieves results.

Multimedia - the combined use of sound, video, and text to present an idea.

Instructions-The act of instructing, teaching, or furnishing with information or knowledge.

Language -The ability to communicate using words.

The gift of language

Classroom-A room, often in a school, where classes take place

CHAPTER ONE

1.0 INTRODUCTION

This chapter presents the background of the study, problem statement, and aim of the study, research questions, and objectives, and significance of the study.

1.1 Background study

In recent years, the integration of multimedia materials in language classroom instruction has received increasing attention from educators and researchers worldwide. Multimedia refers to the use of various media elements, such as audio, video, images, and interactive digital tools, to enhance teaching and learning experiences (Huang, 2014). These materials offer opportunities for learners to engage with authentic and meaningful language input, promote learner interaction, and stimulate multiple senses, potentially leading to improved language acquisition outcomes (Chun & Plass, 1996; Mayer, 2003).

Studies conducted in different educational contexts have demonstrated the positive impact of multimedia integration on language learning. Rahimi et al. (2015) found that multimedia materials significantly enhanced students' English language proficiency and vocabulary acquisition. Similarly, Wang et al. (2017) observed that different annotation modes in multimedia materials facilitated second language vocabulary learning.

Additionally, the utilization of multimedia materials has been shown to enhance learner motivation and engagement. Sundqvist and Sylvén (2016) explored the effects of language-related computer use on young English learners in Sweden and found that the integration of multimedia resources resulted in heightened motivation and engagement among students. This is supported by the Cognitive Theory of Multimedia Learning, which posits that incorporating different modalities can reduce cognitive load, increase attention, and facilitate better information processing (Mayer, 2003).

However, despite the growing body of research highlighting the potential benefits of multimedia integration in language classrooms, there is a notable research gap in the specific context of Tororo district in Uganda. Uganda's education system has experienced challenges in primary and secondary schools, including limited resources, overcrowded classrooms, and a shortage of qualified teachers (Education Sector Performance Report, 2018). These factors may impact the effectiveness and appropriateness of incorporating multimedia materials in language instruction, making it crucial to investigate the unique challenges faced by educators in Tororo district.

Additionally, the cultural and contextual factors specific to Tororo district may influence the implementation and effectiveness of multimedia-based language instruction. Piasecka (2019) emphasizes the importance of considering local contexts and cultural factors when implementing pedagogical approaches in different regions. Therefore, the effectiveness of incorporating multimedia materials in language instruction in Tororo district needs to be examined to develop tailored instructional practices that align with the specific needs and abilities of the learners in this context.

1.2 Problem Statement

The usage of multimedia materials, such as audiovisual aids and digital resources, in language classroom instructions has been widely recognized as an effective method for enhancing students' language learning experiences across the world.

In Uganda, the government encourages the use of ICT equipment in learning do as to boost the teaching and learning process and opportunities. However, in Tororo district, there is a lack of comprehensive research and assessment on the effectiveness of incorporating multimedia materials in language classroom instructions. This raises concerns about the potential opportunities missed and the possible inefficiencies in language teaching practices in the district. This research aims to address the following problem: What is the effectiveness of incorporating multimedia materials in language classroom instructions in Tororo district of Uganda, and what are the potential barriers and facilitators encountered by teachers in utilizing these resources effectively?

Through this problem statement, we aim to explore the specific challenges faced by language teachers in Tororo district when incorporating multimedia materials into classroom instructions. This research will investigate the role of multimedia materials in improving students' language proficiency, engagement, and overall learning outcomes. By identifying the barriers and facilitators, it will provide valuable insights for educational policymakers, curriculum developers, and language teachers to enhance language learning practices and address the specific needs of students in Tororo district.

1.4 The Aim of the Study

The study aims to contribute to the existing body of knowledge on the effectiveness of multimedia integration in language instruction and provide evidence-based recommendations for improving language learning experiences in the specific context of Tororo district in Uganda.

The objective of the study.

The objective of this study is to;

1. Explore how language teachers integrate multimedia materials in language classroom instructions
2. Investigate the challenges teachers face in Incorporating multimedia in their language lessons
4. The impact of incorporating multimedia materials on learners' active engagement in the language lessons

1.6 Research Questions:

Particularly, the research intended to answer the following questions:

- a) How do teachers integrate multimedia materials in language classroom instructions?.
- b) What are the challenges they face in incorporating multimedia materials in language classroom instructions?
- c) What are the Impact of Incorporating multimedia materials on learners' active engagement in language lessons

1.7 Significance of the Study:

This study has the potential to positively impact language education in Tororo district and Uganda, by transforming teaching practices, enhancing language learning outcomes, and improving student engagement and motivation.

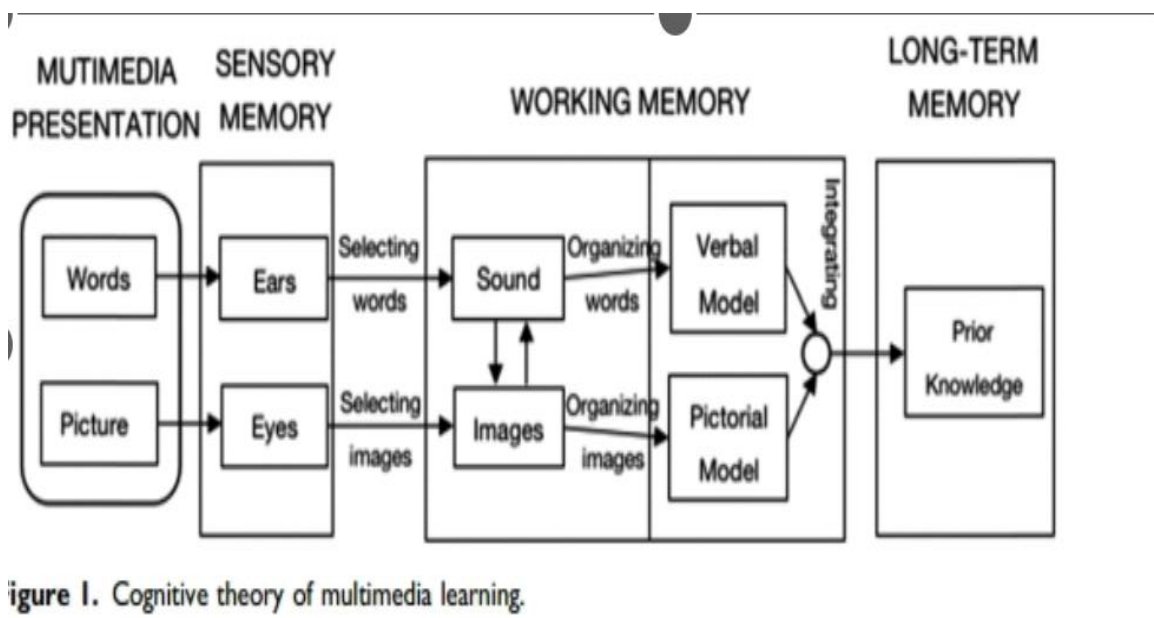


figure 1. Cognitive theory of multimedia learning.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

In this research, I read different views of different authors on the effectiveness of incorporating multimedia materials in language classroom instructions from where I organized in three subsections, that is the strategies teachers use to incorporate multimedia materials in language classroom instructions, the challenges they face and the advantages of incorporating multimedia materials in language classroom instructions

2.1 Strategies for Incorporating Multimedia Materials:

In my research, I came across the strategies teachers use to incorporate multimedia materials in language classroom instructions and the following are the strategies

2.1.1. Material Selection and Adaptation

The selection of appropriate multimedia materials is pivotal for effective integration. Studies have shown that materials should align with the language proficiency level, learner characteristics, cultural relevance, and learning objectives (Chen, 2017; Park et al., 2019). Additionally, adapting multimedia resources to suit the instructional context and learner needs improves the efficacy of materials in language instruction (Lee, 2019).

2.1.2 Guided vs. Independent Learning

Guided learning strategies, such as utilizing multimedia materials for pre-task, during-task, and post-task activities, have proven effective for improving language learning outcomes (Tao et al., 2020). Incorporating multimedia materials during independent learning can also enhance learner autonomy and motivation (Wang et al., 2018).

2.1.3 Sequencing and Structuring Instruction

Sequencing multimedia materials in a structured manner is crucial for effective instruction. Studies suggest that presenting information in a clear and logical sequence facilitates comprehension and knowledge retention (Bunton, 2018; Naeini & Fotovatnia, 2020). Moreover, scaffolding techniques, such as providing pre-viewing and post-viewing activities, can enhance learners' ability to comprehend and analyze multimedia materials (Yang & Durrant, 2018).

2.1.4 Interactive Activities and Task-Based Learning

Incorporating interactive activities with multimedia materials promotes learner engagement and language acquisition. Task-based learning approaches, such as project-based tasks, simulations, and problem-solving activities, encourage learners to actively use multimedia resources and apply language skills in real-world contexts (Kuo, 2017; Li, 2019).

Challenges in Incorporating Multimedia Materials:

I also note the following challenges faced by teachers in incorporating multimedia materials in language classroom instructions which includes;

2.2.1 Technical Challenges and Infrastructure Limitations

Efficient integration of multimedia materials necessitates access to appropriate technology and reliable internet connectivity (Toh & Causarano, 2018). Limited access to technology and technical difficulties can hinder effective incorporation of multimedia materials in language classrooms (Sawyer & Smith, 2020).

2.2.2. Teacher Training and Pedagogical Competence

Teachers require training and support to effectively utilize multimedia materials, integrate them into the curriculum, and design engaging activities (Schäfer et al., 2020). Insufficient training and lack of pedagogical competence may result in ineffective use of multimedia resources (Cardoso et al., 2019).

2.2.3 Time Constraints and Preparation Burden

Effective integration of multimedia materials requires significant preparation time (Hsu et al., 2019). Limited time for preparation can lead to a superficial integration of multimedia resources instead of a well-designed and coherent instruction (Palalas et al., 2019).

2.2.4 Learner Characteristics and Different Learning Styles

Individual learner characteristics, such as learning preferences, prior experiences, and digital skills, can influence the effectiveness of multimedia integration (Chen & Hung, 2019). Learners with diverse learning styles may respond differently to multimedia materials, requiring differentiated instructional approaches (Guo, 2021).

Impact on Language Learning Outcomes:

2.3.1 Vocabulary Acquisition and Retention

Multimedia materials, such as videos, interactive games, and online dictionaries, have demonstrated positive effects on vocabulary acquisition and retention (Chen, 2017; Tasi & Yeh, 2019). These materials provide visual and auditory support, contextualized examples, and opportunities for meaningful practice, enhancing vocabulary learning (Wu et al., 2020).

2.3.2 Grammar and Syntax Learning

Multimedia materials, such as online quizzes, grammar videos, and interactive exercises, can effectively support grammar and syntax learning (Moussu & Llurda, 2020). These materials provide explicit grammar explanations, authentic language examples, and interactive practice, facilitating learners' understanding and application of grammar rules (Chu et al., 2021).

2.3.3 Pronunciation and Phonetics Improvement

Research suggests that multimedia resources, including videos, pronunciation software, and audio recordings, contribute to improved pronunciation and phonetics skills (Lan, 2020). Learners are able to observe and imitate correct pronunciation, practice listening discrimination, and receive immediate feedback, leading to enhanced oral communication skills (Wu & Marek, 2018).

2.3.4 Reading and Listening Comprehension

Multimedia materials, such as audio recordings, online news articles, and podcasts, have a positive impact on reading and listening comprehension skills (De Ridder et al., 2019; Gómez Parra et al., 2020). These materials provide authentic language input, multiple modalities for comprehension, and opportunities for repeated exposure to target language structures (Yang & Durrant, 2018).

2.3.5 Speaking and Writing Skills Development

Multimedia materials, such as video conferencing, multimedia presentations, and blogging activities, facilitate the development of speaking and writing skills (Sun et al., 2016). These materials enable learners to engage in real-time conversations, engage in collaborative tasks, and practice written expression with immediate feedback (Shih et al., 2017).

KNOWLEDGE GAPS IN LITERATURE

This literature review highlights the gaps in the existing literature on the effectiveness of incorporating multimedia materials in language classroom instruction.

- 1) One major gap in the literature revolves around the lack of consensus regarding the definition and categorization of multimedia materials. There is a need for a clearer and more standardized definition of what constitutes multimedia materials in order to establish a common ground for research and discussion. Furthermore, studies often focus on specific types of multimedia such as videos or podcasts, neglecting the broader range of multimedia resources available.
- 2) Additionally, the existing literature lacks a comprehensive understanding of the varied contexts in which multimedia materials are utilized in language classroom instruction. There is a need for more research that examines the specific instructional settings, learner characteristics, and language goals in order to identify the most effective strategies for incorporating multimedia materials.
- 3) Another gap is the limited focus on the impact of incorporating multimedia materials on different language skills. While some studies have examined the effects on listening and

speaking skills, there is a lack of research on the impact on reading, writing, and grammar skills. Further investigations are necessary to provide a more balanced understanding of the overall effectiveness of multimedia materials on language learning.

4) Furthermore, most of the studies conducted thus far have mainly focused on the short-term effects of multimedia materials on language learning outcomes. There is a dearth of research that investigates the long-term effects and sustainability of incorporating multimedia materials in language classroom instruction. Additionally, few studies have explored the potential role of affective factors such as motivation, engagement, and enjoyment in relation to the use of multimedia materials.

5) Lastly, many of the existing studies tend to rely heavily on self-reported measures or subjective assessments of learning outcomes. There is a need for more objective and standardized measures to evaluate the effectiveness of incorporating multimedia materials, such as proficiency tests or language assessments.

CHAPTER THREE

RESEARCH METHODS

3.0 Introduction.

The research employed a case study approach, involving interviews, classroom observations, and surveys. Data was collected from a sample of teachers and students from both Petta Community Secondary School and Mahanga secondary school who had experience with incorporating multimedia materials in their language classroom instructions. The data were analyzed using thematic analysis.

3.1 Study area

The study was conducted in two secondary school in Tororo district. The choice of Tororo District as the area of focus for the field study, specifically Petta Community and Mahanga Secondary Schools, offers valuable insights into the challenges and opportunities of incorporating multimedia materials in a rural educational setting. Being located in the rural outskirts of Tororo District in far Eastern Uganda, these schools may face unique challenges related to limited access to technology, infrastructure limitations, and limited internet connectivity.

Studying these schools in a rural setting allows for a deeper understanding of the technical challenges faced by teachers in incorporating multimedia materials in language classroom instructions. It also highlights the importance of addressing infrastructure limitations and providing reliable internet connectivity to promote effective integration of multimedia resources.

3.2 Study population

The study population was the teachers and the students. The choice of targeting the teachers and students of both Petta Community Secondary School and Mahanga Senior Secondary School for the research population allows for a comprehensive understanding of the challenges and opportunities in incorporating multimedia materials in a rural educational setting.

By focusing on the teachers, the study can delve into their perspectives, experiences, and attitudes towards utilizing multimedia resources in their language classroom instructions. This insight can shed light on the training and pedagogical competence needs of teachers, as well as the support they require to effectively integrate multimedia materials into their teaching practices. The findings can contribute to the development of targeted training programs to enhance teachers' abilities in utilizing multimedia resources.

Targeting the students allows for an exploration of their experiences, engagement levels, and preferences when exposed to multimedia materials. This can provide valuable insights into the impact of multimedia resources on student learning outcomes, motivation, and overall language proficiency. Understanding the experiences of students can inform the development of instructional approaches that align with their needs, preferences, and diverse learning styles.

By targeting both teachers and students, the research population is comprehensive, providing diverse perspectives and insights into the implementation of multimedia resources in language classroom instructions. The findings can contribute to the development of strategies and interventions that address the specific needs of teachers and students in Petta and Mahanga schools, while also informing broader discussions on enhancing multimedia integration in similar rural educational settings.

3.3 Sampling criteria.

I used non probability sampling to get the eligible participants for the research study, involving a purposive sampling. The major reason for purposive sampling according to Kumar (2011), is based on the researcher's judgement of who can best provide feedback for the achievement of the research objectives. The research used respondents from form three class in Petta Community and Mahanga Secondary Schools, with a deliberate selection from varying stream, ie those from the control group, stream where traditional teaching methods are used and experimental group where multimedia materials are used, and at least five teachers of English language using multimedia materials.

3.4 Data analysis procedures

In the research, I used the following data analysis procedures;

1. Data Collection:

- a. The researcher determined the specific language classroom or multiple language classrooms where multimedia materials are being incorporated in instructions.
- b. Then the researcher chose a range of multimedia materials, such as videos, audio clips, being used in language classroom instructions.
- . Set up control and experimental groups: The research Randomized and assigned classrooms to either a control group (no multimedia materials) or an experimental group (with multimedia materials).

2. Pre-measurement:

- a). Administered a pre-test: Developed a pre-test that assesses the language proficiency and communication skills of the students in both the control and experimental groups. This helps establish the initial levels.
- b). Gathered background information: The researcher then collected demographic information about participants, such as age, gender, previous language learning experience, and technology familiarity.

3. Implementation:

- a). Facilitate instruction: Throughout a set period of time, teachers in the experimental group incorporated multimedia materials into their language lessons, while teachers in the control group employed traditional instructional methods.
- b). A detailed record of the multimedia materials used was kept, the duration of lessons, and any variations in implementation among the classrooms.

4. Post-measurement:

- a). Administer a post-test: A post-test was administered that evaluated the language proficiency and communication skills of the students in both the control and experimental groups. This helped assess any improvement or differences between the two groups.
- b). Collection of satisfaction surveys: I then Used surveys questionnaires to gather feedback from both teachers and students about their perceptions of the effectiveness and usefulness of incorporating multimedia materials in the language classroom.

5. Data Analysis:

- a. Qualitative analysis: Thematic analysis of the open-ended survey responses to identify recurring themes and patterns in the teachers' and students' perceptions of the effectiveness of multimedia materials in language instruction was then conducted.
- b. Comparison of results: The researcher then analyzed the quantitative and qualitative findings to determine if there is a significant improvement in language proficiency and communication skills among the experimental group compared to the control group.

6. Interpretation and Conclusion:

a. Analysis of the results: The results was Examined, both quantitative and qualitative, to draw conclusions about the effectiveness of incorporating multimedia materials in language classroom instruction.

b. Discussion on limitations: I recognized any limitations of the study, such as sample size, generalizability, or potential confounding variables, which may have influenced the results.

c. Provision of recommendations: Based on the findings, I offered recommendations for further research, recommendations for community development, and policy recommendations.

3.5 Validity and the reliability of the methods proposed

The Researcher ensured the validity and reliability of the qualitative research by;

- 1) Triangulation: The Researcher used multiple sources of data, such as interviews, observations, and documents, to cross-validate the findings. This helps ensure the robustness and consistency of the data.
2. Participant validation: Engaged participants in the research process to verify and confirm the accuracy of the findings. Share the results with participants and seek their feedback or interpretations to ensure their voices are accurately represented.
3. Peer debriefing: Included discussions and consultations with colleagues or experts in the field to obtain critical feedback on the research design, data collection, and analysis. This process helped identify potential biases and enhance the credibility and rigor of the research.
4. Sampling strategies: Used purposeful sampling techniques, such as maximum variation, to ensure the inclusion of diverse perspectives and experiences, enhancing the validity of the research findings.

3.6 The ethical considerations

The researcher received an introduction letter from the university which permitted her to carry out her data collection.

The researcher ensured informed consent of each participant. According to Armiger (1997), iQq, gives his consent.

The researcher ensured respect for anonymity and confidentiality. The researcher ensured that the information given by participants was kept confidential and the identity of each participant was anonymously kept from public view for fear of endangering their lives.

Special consideration was also given to the vulnerable group of participants who were prone to danger, and were already physically, emotionally and physiologically disturbed during the conducting of the research.

3.7 Possible Limitations to the Study

Geographical limitations

The research was only conducted in two selected school of Petta community secondary school and Mahanga senior secondary school in Tororo district and in every school be above, senior three classrooms became selected to set the controlled group and experimental group

Content limitations

The research will also only focus on the strategies teachers use to incorporate multimedia materials in language classroom instructions, the challenges they face in the process and the positive impact of the incorporation.

CHAPTER FOUR

PRESENTATION OF THE FINDINGS

4.0 Introduction;

This chapter shows the analysis of the collected data from the two secondary schools that responded to the interview questions asked. Letters A, B, C and D represent the four respondents (students) selected from each school while 1, 2, 3 and 4 represent the four teachers chosen for interview in the two schools. Two heads of department were also selected choosing one from each school. The results have been presented basing on the intended objectives of the study that the researcher wished to discuss.

4.1 The strategies teachers use to incorporate multimedia materials in language classroom.in petta community SS Community and Mahanga Schools.

Through interviews, the researcher found that;

In Petta community secondary school all the teachers and students said that, Learners were introduced to learning using multimedia materials such as audio-visual images from S1 . Teacher 1 in Petta said he introduced his learners to these multimedia materials using different strategies to teach reading and also improve other English language proficiency such as reading, writing and speaking. Among these he said that he gives short video clips to improve listening skills. Teacher 2 said since she majors in teaching literature in English language in both O and A level, she doesn't do much other than giving a lot of videos on the different plays and novels in the set books in class. Teacher 3 said that she tried teaching comprehension skills by giving audio clips of the conversation between the buyer and the seller in the theme At The Market but the multimedia materials at school was not adequate, most students were active in the lessons. The head of department of Petta community applauded her teachers for trying their best to improve on the English language proficiency using the technology. A student A says that there is nothing more interesting than learning using audio visual aids.

In Mahanga secondary school, the use of multimedia materials such as videos and audios are equally used. The teacher A says she sometime uses videos in every theme and asks questions thereafter but lacks the resources required to meet a successful lesson. Teacher B says he uses newspaper articles to teach comprehension in S 3 class which to him, is very interesting. Student 2 says that the teacher sometimes tell them to come with beautiful pictures about market and he would ask questions on them.

4.2 Challenges teachers face in incorporating multimedia materials in language classroom instructions

In the process of incorporating multimedia materials in the language classroom instructions, teachers experienced a number of challenges that appear similar to each other from the two secondary school of Petta community and Mahanga .Still in the interview,the following challenges were found.

1. Limited Access to Technology: The major challenge faced by teachers in both Petta and Mahanga secondary school in incorporating multimedia materials in language classroom instructions was the limited access to technology. The school had a shortage of computers, projectors, and internet connectivity. This constraint hindered teachers from both schools from effectively integrating multimedia materials into their lessons. In Petta community, Teacher A complained that the school only have 20 computers and a single projector which cannot be used in all classes at the same time. While at Mahanga SS, teacher B said that there is no computer the school can be proud of since all are in a sorrow State.

2. Insufficient Training and Professional Development: Another significant challenge reported by the teachers was the lack of training and professional development opportunities related to incorporating multimedia materials. Many teachers expressed a lack of confidence and technical skills needed to effectively utilize multimedia materials in the classroom. A case in point teacher C who claims she finds it hard even to operate a smart phone which makes it hard for her to use

Multimedia materials since planning for it becomes a challenge to her. In Mahanga SS, teacher A lamented not receiving any training at all.

3. Time Constraints: Teachers from the two secondary schools all highlighted time constraints as a significant obstacle to incorporating multimedia materials. The preparation time required to find appropriate multimedia resources, adapt them to the curriculum, and create engaging multimedia presentations was seen as a burden. Additionally, technical issues during class, such as connectivity problems or software failures, further consumed valuable instructional time. Teacher A in Petta community secondary school lamented that planning for the lessons using multimedia materials takes time and therefore he some time foregoes the multimedia materials in his lessons. Teacher C in Mahanga cannot recall the last time he incorporated multimedia materials because there is no time for him.

4. Limited Access to Relevant and Localized Multimedia Resources: Teachers expressed difficulty in finding multimedia resources that align with the local context and syllabus requirements. Most available resources were often developed for urban or international settings, making it challenging to cater to the specific needs and interests of the students from the rural community such the rural outskirts of Tororo. A teacher B in Mahanga ss claims that it's difficult to select the readily available local multimedia contents for his class.

5. Limited support from School Administration: Teachers reported a lack of support from the school administration in terms of providing necessary resources, training, and guidance related to incorporating multimedia materials. This absence of support further hindered their endeavors to effectively integrate multimedia materials into their classroom instructions. Owing the poor back ground of the two schools, the school administration finds it hard to acquire the necessary gadgets required for the teachers.

Table 1. Showing Challenges teachers face in incorporating multimedia materials in language classroom instructions

Challenges	Number of respondents		percentage	
	Teachers	students	teachers	students
Limited Access to Technology	5	20	30	40
Insufficient Training and Professional Development	4 4	20	22.5	20
Time Constraints	4	18	5	22
Limited Access to Relevant and Localized Multimedia Resources	5	20	40	17

4.3 The impact of incorporating multimedia material in language classroom instructions.

1. Enhanced Engagement and Motivation:

The integration of multimedia materials in language classroom instructions at Petta Community Secondary School and Mahanga s s resulted in increased student engagement and motivation. The use of visually appealing and interactive multimedia resources, such as videos, audio clips, and interactive games, captured students' attention and stimulated their interest in the subject matter. As a result, students exhibited higher levels of involvement, participation, and enthusiasm during lessons. Teacher A claims that she does less work using multimedia and her students readily comprehend the objectives Of the lesson. Similarly student 1 said that he loves learning using multimedia since it present an idea closer to his society

2. Improved Comprehension and Retention:

Incorporating multimedia materials facilitated improved comprehension and retention of language concepts among students. Visual and auditory aids helped to clarify complex textual or grammatical concepts, making them more accessible and comprehensible. Additionally, the use of multimedia resources provided opportunities for students to practice and reinforce their

learning through interactive tasks, leading to better retention of the acquired knowledge. A student 2in Petta community SS says he he can not forget what he learns since he just loves learning with multimedia materials.

3. Enhanced Language Skills Development:

Using multimedia materials in language classroom instructions facilitated the development of various language skills, including listening, speaking, reading, and writing, at Petta Community Secondary School. Audio and video materials enabled students to practice their listening and speaking skills by exposing them to authentic language usage and providing models for pronunciation and intonation. Furthermore, multimedia resources encouraged reading comprehension through interactive texts, while writing tasks was facilitated through multimedia-based prompts and activities.

4. Increased Cultural and Contextual Understanding:

The incorporation of multimedia materials allowed students to gain a broader perspective on different cultures and contexts. By utilizing authentic multimedia resources that reflected the local community or relevant global issues, students at Petta Community Secondary School were exposed to real-life situations and cultural diversity. This exposure enriched their understanding of the language by providing contextualized examples and promoting intercultural competence.

5. Fostering Collaborative Learning and Communication:

The use of multimedia materials encouraged collaborative learning and communication among students at Petta Community Secondary School. Group activities based on multimedia resources fostered peer interaction, collaboration, and the exchange of ideas. Students worked together to analyze and discuss multimedia content, encouraging active participation, teamwork, and the development of effective communication skills.

Table 2. Shows the impact of incorporating multimedia material in language classroom instructions in Petta community SS and Mahanga S S.

Impact	Number of respondents		Percentage	
	teachers	students	teachers	Students
Enhanced Engagement and Motivation	5	15	30%	40%
Improved Comprehension and Retention	5	17	22.5%	20%
Enhanced Language Skills Development	4	17	15%	22%
Increased Cultural and Contextual Understanding	4	12	5.5%	8%
Fostering Collaborative Learning and Communication:	4	20	27%	10%

CHAPTER FIVE

INTERPRETATION OF THE FINDINGS

5.0 introduction

1. Strategies teachers use to incorporate multimedia materials in the classroom instructions.

From the finding, teachers of both Petta community secondary school and mahanga SS would wish to utilize multimedia materials such as audio, videos and images to enhance engagement and interaction among students in the language classroom but lack the necessary equipment for the process. By incorporating visuals, videos, and interactive features, teachers create a more dynamic learning environment.

- Multimedia materials facilitate differentiation, as teachers can present information using various formats that cater to diverse learning styles and abilities like exceptional students, visually impaired and the deaf.
- Teachers employ multimedia materials to support the explanation of complex concepts, as visual aids and audio elements help students grasp abstract ideas more easily.

2. Challenges teachers face in incorporating multimedia materials.

- Technical issues and limited access to multimedia resources hinders the effective implementation of multimedia materials in classrooms. Teacher 1 in Petta community ss struggles with outdated technology, slow internet connections, or a lack of compatible devices. And this sometimes makes learning hard especially when the right media he wishes to use appears complicated. Teacher 2 still in Petta also stressed that technological issues has totally discouraged her though she sometimes has the desire to incorporate multimedia materials in her classroom. While in Mahanga ss, almost all teachers complain of technological issues ND wished the government to provide refresher courses to them.

- Teachers require adequate training and professional development to effectively integrate multimedia materials into their instruction. The lack of knowledge or skills in selecting, adapting, and integrating multimedia resources deter some teachers from utilizing them to their full potential. Teachers would have the love to effective how ever, lack of knowledge makes the whole thing hell for them. For example in Petta community ss, 2 teachers complain of lack of adequate knowledge in the field of ICT and this is the same thing all the teachers in Mahanga ss complain about

- Time constraints poses a challenge, as teachers are n both schools struggle everyday to ensure that they at least occupy half of their intended stipulate time. The need sufficient time to prepare

multimedia materials, locate suitable resources, and integrate them seamlessly into their lesson plans.

3. Impact of incorporating multimedia materials.

- Incorporating multimedia materials positively impacts student engagement and motivation. Interactive elements, such as multimedia presentations or online quizzes, capture students' interest and encourage active participation.

- Multimedia materials enhance understanding and retention of content. The combination of visual and auditory stimuli helps student's process information more effectively, leading to improved learning outcomes.

- The use of multimedia materials fosters creativity and critical thinking skills. Students are exposed to a wider range of perspectives and modes of presentation, which stimulates their ability to analyze, evaluate, and synthesize information.

5.2 Conclusion

The findings suggest that incorporating multimedia materials in classroom instructions can be an effective strategy for enhancing student engagement, promoting differentiated instruction, improving understanding, and developing crucial skills. However, overcoming challenges such as technical limitations and ensuring teachers' proficiency in utilizing multimedia resources are crucial for achieving the desired impact.

5.3 Recommendations

Based on the research findings, I can make the following recommendations to support educators in their efforts to utilize multimedia effectively:

Recommendations for community development

1. Encourage collaboration: Promote collaboration among language teachers by creating a platform for sharing multimedia materials, experiences, and best practices. This can be done through online forums, workshops, or regular meetings where teachers can exchange ideas, provide feedback, and support each other in integrating multimedia effectively.

2. Enhance accessibility and infrastructure: Schools should invest in up-to-date technology and ensure that classrooms are equipped with multimedia tools such as computers, projectors, interactive whiteboards, and reliable internet connections. This will ensure that teachers can fully utilize multimedia resources without technical constraints.

3. Support resource duration: Establish a centralized database or platform where teachers can access a variety of multimedia resources specifically designed for language instruction. This will save teachers time and effort in searching for appropriate materials and ensure that resources are aligned with learning objectives and language proficiency levels.

Policy recommendations.

4. Provide comprehensive training: Schools and institutions should offer teachers comprehensive training and professional development workshops specifically focused on integrating multimedia materials in language instruction. This training should cover selecting appropriate resources, adapting materials for different proficiency levels, and effectively integrating multimedia to support language learning goals.
5. Foster ongoing assessment: Conduct regular assessments to evaluate the impact of multimedia integration on students' language proficiency and academic achievement. This ongoing assessment will help identify effective strategies and challenges faced by teachers, allowing for targeted support and improvement.
6. Encourage consistent evaluation and improvement: Encourage teachers to reflect on their classroom practices and evaluate the effectiveness of the multimedia materials they are using. Encourage them to seek student feedback and reflect on their own experiences to identify areas of improvement and refine their strategies accordingly.

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APPENDICES

APPENDIX I:

Research tools and instruments.

The tools used in data collection included maps, note pads, manuals, observation checklist, questionnaires and interview guides.

APPENDIX ii:

Letter of introduction to the field

I ONGWENA LEZON, bachelor student at Busitema University is conducting research about exploring the effectiveness of incorporating multimedia materials in language classroom instructions.

This is for academic purpose and the findings will help to improve on the teaching of English language using multimedia materials in secondary school. Participation in this study is voluntary and refusal to participate will not cause any harm. Therefore, you are kindly requested to participate in the study by answering question that will be asked.

Thank you.

Participant.....

I the undersigned respondent, the purpose of the study has been explained to me, that the study is voluntary and I therefore willingly agree to participate in it and no consequence will result if I refuse to participate. Sign.....

APPENDIX III:

Research timeline

ACTIVITIES	JUNE	JULY	AUGUST	SEPTEMBER
Identification of Topic				
Approval of Topic				
Proposal Writing				
Proposal approval				
Data collection management and analysis				
Writing research report				
Submission of Report				

APPENDIX IV:

Research budget.

S/NO	ITEMS	QUANTITY	UNIT COST	AMOUNT(UGX)
01	Transport			40,000=
02	Photocopying	1 ream	10,000=	10,000=
03	Airtime			10,000=
04	Internet data			20,000=
05	Pens	5	500=	2500=
06	Typing ,printing and binding	2	25,000=	50,000=
07	Data collection			40,000=
08	Miscellaneous			50,000=
09	TOTAL			225,000=

(III) Interview guide questions to the teacher

1. How often do you incorporate multimedia materials in your language classroom instructions?
2. What types of multimedia materials do you typically use in your language instruction (e.g., videos, audio clips, and interactive websites)?
3. What criteria do you consider when selecting multimedia materials for language instruction?
4. How do you adapt multimedia materials to cater to different proficiency levels in your language classroom?
5. What strategies do you use to integrate multimedia materials seamlessly into your language instruction?
6. What challenges do you face when incorporating multimedia materials, if any? Please specify.
7. How do you overcome these challenges when using multimedia materials in language instruction?
8. In your opinion, what impact does incorporating multimedia materials have on student engagement in language learning?
9. How do you assess the effectiveness of multimedia integration in improving students' language proficiency?
10. What improvements, if any, do you believe could be made in utilizing multimedia materials in language instruction at your institution?
11. What additional support or resources would you like to have to enhance your use of multimedia materials in language classroom instructions?
12. Would you be interested in attending professional development workshops or training sessions on effectively integrating multimedia materials in language instruction?
13. How do you seek feedback from students regarding the effectiveness of multimedia integration in language instruction?
14. Have you observed any noticeable changes in student performance or motivation as a result of incorporating multimedia materials in language instruction?
15. How do you ensure that the integration of multimedia materials aligns with your language learning objectives?

Observation Checklist:

Observation Date: _____

Observer: _____

1. Teacher's Strategies:

- Did the teacher use various multimedia materials in the lesson?
- Did the teacher provide a clear explanation of how to use the multimedia materials?
- Did the teacher prepare the materials in advance and ensure they were functioning properly?
- Did the teacher integrate the multimedia materials into the lesson smoothly?
- Did the teacher use multimedia materials to enhance students' understanding of the topic?
- Did the teacher encourage student engagement and interaction with the multimedia materials?

2. Challenges Faced by Teachers:

- Did the teacher encounter any technical difficulties while using multimedia materials?
- Did the teacher have trouble finding or selecting appropriate multimedia materials for the topic?
- Did the teacher face challenges in managing time while incorporating the multimedia materials?
- Did the teacher encounter any student-related challenges while incorporating multimedia materials?

3. Impact of Incorporating Multimedia:

- Did the use of multimedia materials enhance students' understanding of the topic?
- Did the use of multimedia materials increase students' engagement and participation in the lesson?
- Did the use of multimedia materials contribute to the overall learning experience?
- Did the use of multimedia materials support different learning styles and preferences?
- Did the use of multimedia materials create a positive and stimulating classroom environment.

Interview questions for the learners

1. How often do your language teachers incorporate multimedia materials (such as videos, audio recordings, online content, etc.) in your language classroom instructions?
2. In your opinion, how engaging are multimedia materials compared to traditional instruction methods (such as textbooks or worksheet?).
3. Which type of multimedia materials do you find most effective in improving your language learning? Please select all that apply.
4. How do you feel multimedia materials contribute to your understanding and comprehension of language concepts compared to traditional instruction methods?
5. In what ways do multimedia materials help you practice and improve your language skills? Please select all that apply.
6. Do you feel more motivated and engaged when multimedia materials are used in your language classroom instructions? Please explain why or why not.
7. What challenges or difficulties, if any, do you face when engaging with multimedia materials in your language learning? Please select all that apply.
8. How would you describe the impact of incorporating multimedia materials in your language classroom instructions on your overall language learning experience? Please elaborate
9. Do you believe that incorporating multimedia materials has improved your language learning compared to traditional instruction methods? Please explain why or why not.
10. In your opinion, what changes or improvements could be made in how multimedia materials are used in language classroom instructions to benefit your language learning? Please provide any suggestions or recommendations.
11. Have you provided any feedback to your language teachers regarding the use of multimedia materials in the classroom? If yes, please share your responses, if any.
12. Based on your experience, do you have any suggestions or advice for your language teachers on how to effectively incorporate multimedia materials in classroom instructions? Please share your insights.