

# Multimedia technologies as a way to improve the efficiency of the process of teaching foreign languages

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**Abstract:** *The modern language teachers have new challenges and duties given by the new era. The tradition of English teaching has been drastically changed with the remarkable development of newer technologies such as multimedia technology. Technology provides so many options as it makes teaching interesting and productive because it has capability to attract the language learners. David Graddol states that "technology lies at the heart of the globalization process; affecting education work and culture". thus, technology is one of the most significant drivers of both social and linguistic change.*

*Since there are more and more English learners in Uzbekistan, the language teachers use a variety of teaching methods for effectiveness of their experiment. One method involves the use of technology in English language teaching in order to create English contexts.*

*The rapid development of science and technology such as multimedia technology has offered a better tool to explore the new teaching method. In fact, multimedia technology has played an important role in English language teaching, especially, in the non-native speaking of English situations. Rana argues, "Technology isn't something that students need to be separated from; rather it's something that students need to embrace". Therefore, it helps the students to get involved and learn according to their interests. It has been tested effective and has been widely accepted as a tool for English language teaching around the world. In particular, it has been utilized for the upgrade of modern techniques of language teaching.*

*Nowadays, many academicians and teachers get to know the importance of using different technological devices in both, language teaching and learning processes equally. The new approaches have made language teaching more productive, effective, and interactive. Therefore, the paper aims to analyse the use of technology to foreign language teaching in the non-native speaking countries and to bring out the problems faced by both teachers and learners of English. Further, some exploration of the possibilities to use multimedia technologies for effective teaching of English is to be attempted. Moreover, this study will provide some examples of free language teaching websites*

**Key words:** *methodology, intelligence, knowledge, developing methodology, teacher, student, quality of education.*

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## I. INTRODUCTION

With the rapid development of science and technology, the emergence and development of multimedia technology and its application to teaching, featuring audio, visual, animation effects come into fullest play in foreign language teaching classes and sets a favorable platform to reform and to explore on the English teaching model in the new era. There are numbers of important concepts relate to terms of education, such as E-Learning, distance education, and adaptive learning. E-learning is meant to be the use of electronic media and information

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communication technology in teaching and education. E Learning is the use of media components such as words and pictures to convey content and knowledge.

Social media and smartphone apps have been bringing the world and its ideas closer to us in most of the thousands of languages we speak across the globe ever since broadband Internet was the hot new thing. Now the World Wide Web has gotten small enough to fit in our pockets, along with Android and iOS.

Multimedia technologies have emerged as a necessity to meet the challenges posed by the development of information technology in education. The utilization of multimedia technologies in teaching and learning is necessary and important nowadays due to its capability to deliver input learning easily. Multimedia refers to channels, gadgets, and machines, which transmit information to learners. It includes text, graphics, videos, audios and pictures.

The multimedia learning theory principles state that students acquire language better from input enhanced by text and pictures than with text alone.

Forms of working with computer tutorials in lessons foreign languages include:

- the study of vocabulary;
- practicing pronunciation;
- teaching dialogic and monologic speech;
- training in writing;
- development of grammatical phenomena.

The possibilities of using Internet resources are huge. Global the Internet creates the conditions for obtaining any necessary students and teachers of information located anywhere in the world: regional geography material, news from the life of ESL students and teachers, articles from newspapers and magazines, necessary literature, etc.

According to the cognitive theory of multimedia learning, meaningful learning depends on all three of these processes occurring for the visual and verbal representations. "Printed core materials, it was felt, would survive, but the demand for 'a better fit' meant that the variety of add-ons would grow, and as technology developed and became more available these supplements would be increasingly available online" (Block, 2002; p. 165). Mayer (2009) proposed, "An alternative to purely verbal presentations is to use multimedia presentations in which people learn from both words and pictures – a situation that I call multimedia learning". It is fair to assert that the growth of multimedia has facilitated the growth of the English language to a large extent. The role of the teacher becomes one of facilitator and supporter, rather than instructor (Westwood, 4). Mayer (2009) expressed the rationale for multimedia presentations – that is, presenting material in words and pictures – is that it takes advantage of the full capacity of humans for processing information (Mayer, 9). Westwood (2008) asserted that "the teacher or tutor has the role of general facilitator of the group discussion, but does not direct or control the investigative process (Westwood, 31). 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 MULTIMEDIA TECHNOLOGY IN TEACHING**

As the popularity of English is expanding day by day and worldwide, the teachers of English feel the need of change in their language teaching methods. There are teachers who use the "leading edge of technological and scientific development" (Young and Bush 2), but the majority of teachers still teach in the traditional manner.

However, this paper does not claim that none of these traditional manners are bad or damaging the students. In principle, they are proving to be useful even today. There are many opportunities for students to gain confidence in learning English who learn the language for more than just fun. For them, to keep pace with English language teaching and gain more confidence, they have to stride into the world of multimedia technology. Here, multimedia technology refers to computer-based interactive applications that use both the hardware and software, allowing people to share their ideas and information. It is a combination of text, graphics, animation, video and sound.

The twenty-first century is the age of globalization and information technology as Harry Samuels argues, "Much more recent developments in social media and information technology are taking foreign-language education in new directions". English is one of the important mediums of communication in the world, so it is important to learn the language. As a result, English language teaching has been one of the important subjects in education. In fact, there are more non-native than native speakers of the language. There is also the diversity of context in terms of learner's age, nationality, and learning background that has become an important feature of English language teaching today.

Currently, information technology has become an integral part of our lives. Now it is almost impossible to find the scope of human activity. The active use of information technology is also observed in the field of education. Recent advances in high technology are mandatory for improving the educational process and its transfer to a qualitatively new basis. There was an opportunity to transmit information by various software and hardware tools that allow ESL students and teachers to process information in the audio and visual community, i.e., multimedia. The use of electronic dictionaries, encyclopedias, interactive textbooks and manuals, games, Internet resources, simulators, electronic presentations, etc. allows ESL students and teachers to increase the efficiency of mastering the material.

The traditional learning process requires the study of theoretical data and the experience necessary for successful communication within the framework of the discipline being studied. The use of multimedia can positively affect several aspects of the educational process at once. In the conditions of classroom teaching, the teacher does not always have to pay due attention to each student, which leads to a loss of motivation for learning and a decrease in the level of knowledge, skills and abilities. Learning can be perceived by different people: some prefer to learn by reading, others by listening, a third by watching a video, etc.

The use of multimedia tools in the classroom in a foreign language allows ESL students and teachers to implement a personality-oriented approach. e. the activation of students, increasing interest in the subject and providing the opportunity to organize the independent work of each student, taking into account his age, psychological characteristics and level of language proficiency. "To work with multimedia tools, students can influence their own learning process, adjust it to their individual abilities and preferences." They study exactly the material that interests them, repeat the study as many times as they need it " .

As the English language teaching models change rapidly, there has been a significant growth of literature regarding the use of technology in English language teaching. These literatures unequivocally accept technology as the most essential part in teaching. Such a tendency has emphasized on an essential role of technology in pedagogy in which technology has been dominant over the teachers. As a result, if we ignore technological developments, the teachers will never be able to catch up with the new trend, irrespective of our discipline or branch. Here, Rana says, "Teachers need to stop following the same old ways of teaching and experiment and acknowledge that the world is changing and we need education that augments that change". For this reason, it is

important for language teachers to be aware of the latest and best equipment and technologies to have all information of what is available in any given situations.

Students can receive information on a problem that they are working on.. It could be a joint work of Uzbek schoolchildren and their foreign peers from one or more countries. One of the most revolutionary achievements in recent decades that significantly influenced the educational process throughout the world, it became the creation of a worldwide computer network, called Internet, which literally means "international network" (eng, international net).

The use of cyber space (cyberspace) for educational purposes is a completely new area of general didactics and private methods, since the changes occurring affect all aspects of the educational process, starting from the choice of techniques and work style, ending with a change in the requirements for academic level of students.

The substantive basis of mass computerization of education, certainly related to the fact that a modern computer is an effective means of optimizing mental working conditions in general, in any its manifestation. R. Williams and C. Mackley in their article "Computers at School" they write: "There is one feature of the computer that is revealed when using it as a device for teaching others, and as an assistant in acquisition of knowledge, it is his inanimate. The car can be "friendly" communicate with the user and at some points "support" him, however, she will never show signs of irritability and will not make ESL students and teachers feel that she was bored. In this sense, the use of computers is perhaps most useful when individualizing certain aspects teaching. "

The main goal of learning a foreign language in high school is formation of communicative competence, all other goals (educational, educational, developing) are implemented in the process the implementation of this main goal. The communicative approach implies communication training and intercultural capacity building interaction, which is the basis for the functioning of the Internet. Beyond Internet communication does not make sense - it is an international multinational, cross-cultural society whose livelihoods are based on electronic communication of millions of people around the world, speaking at the same time - the most giant in size and number of participants conversation that ever occurred. By joining it in a foreign language lesson, we create a model real communication.

### **ADVANTAGES OF THE USE**

As the multimedia technology becomes more readily available to all of us, it seems appropriate that the language teachers should integrate it into their lesson and assessment planning in the same way they have been doing with video, film and computer-assisted learning strategies.

#### **Motivates Students to Learn English**

The traditional teaching methods are unpopular and less effective in the English language classrooms. Now, multimedia technology, with the help of audio, visual and animation effects, motivates the students to learn English quickly and effectively. In this connection, Rana says, "We also need to take into account that as human beings, we're very visual beings, that what we see tends to affect our judgement more, and technology helps in bringing that visual aspect to education. Who here would prefer a lecture class over a presentation?". It makes an easy access to information regarding the culture of the target language. With such features as abundant-information and crossing time and space, multimedia technology creates a real-life or native speaking country context for English language teaching, which greatly cultivates students' interest and motivation in learning the language.

It is important to note that Internet resources help to make the process of learning a foreign language more exciting, as they provide teachers with the opportunity to vary the methods of presenting information and make learning practically directed. Moreover, due to the fact that Internet technologies are one of the most important sources of information in modern society, when they are included in training, students acquire the necessary skills to use Internet resources.

#### **Develops Students' Communicative Competence**

It is hard to achieve the goal of learning English language through the traditional teaching because it hampers the students' capacity to understand the structure, meaning and function of the language. Such teaching method makes the students passive recipients of knowledge. But, now, multimedia technology has been a great help to integrate teaching and learning and provides the students greater incentives, carrying for "students' future competitiveness at the workplace" (Healey et. al. 11).

The teachers' instructions lead to the students' thought patterns and motivate the students' emotions. To Suleyman Nihat Sad, the utilization of multimedia technology "breaks the monotony of traditional class teaching and is enjoyable and stimulating". For example, the use of PowerPoint template activates students' thinking and the capacity to comprehend the language. Its audio and visual effects help them to transform English learning into capacity cultivation. It creates a positive environment for the classroom activities such as group discussion, subject discussion and debates, which can offer more opportunities for communication among students and between teachers and students. thus, multimedia technology encourages students' positive thinking and communication skills in learning the language.

A significant role in the process of modernization of education is played by various Internet resources. Using non-adapted texts from other newspapers and magazines allows ESL students and teachers to learn the language in its modern functioning. Various types of Internet telephony (Skype), "instant messaging" programs (Telegram, WhatsApp), "social diaries" (LiveJournal) and "social networks" (Facebook), as well as video conferencing have ample opportunities for effective language acquisition. Communication with native speakers is also very available and easy with the help of these developments. It also gives students the opportunity without additional material and time costs and the formation of communicative competence.

#### **Widens Students' Knowledge about the Culture of English**

The use of multimedia technology, "connected to the target culture", offers the students with more information than textbooks, and helps them to be familiar with cultural backgrounds and real-life language materials, which can attract the students to learning. the learners not only improve their listening ability, but also learn the culture of the target language. Having the abundant information through the use of multimedia technology, the students can be equipped with knowledge about the culture of the target language. This brings about an information-sharing opportunity among students and makes them actively participate in the class activities that help the students to learn the language more quickly and effectively.

The appeal to classes on audio and video materials (songs, instructional films with a thematic focus, news programs, television shows, commercials, etc.) also contributes to the diverse educational activities of students and allows ESL students and teachers to artificially create language environments, load students into the realities of others in this way, not only linguistic, but also sociocultural competencies are formed.

#### **Improves Teaching Efficiency**

Using multimedia technology in the language classrooms improves teaching contents and makes the best of class time. It breaks the teacher-centered traditional teaching method and fundamentally improves the teachers' teaching efficiency and has become "central to language practice" (Motteram ). For large classes, it is difficult

for the students to have speaking communication, but the utilization of multi-media sound laboratory materializes the face-to-face teaching. The traditional teaching techniques only emphasize on teachers' instruction and provide limited information to the students. But multimedia technology goes beyond time and space, and creates more real-life environment for English teaching. It stimulates students' initiatives and economizes class time, providing more information to the students.

One of the advantages of using multimedia tools is the fact that they help optimize the control and self-control system, thereby facilitating the work of the teacher, as well as developing the independence of students. Thanks to the use of computer tests, students get the opportunity to independently monitor the degree of assimilation of the studied material and, if necessary, repeat it.

Using multimedia tools also provide a variety of training sessions that allow expanding the vocabulary and exploring new patterns of utterances, improving the memorability of the studied language constructions and the relationship between these constructions, teaching certain skills.

When communicating in a true language environment provided by the Internet, students find themselves in real life situations. Involved in a broad circle of significant, realistic, interesting and achievable tasks, schoolchildren learn to respond spontaneously and adequately to them, which stimulates the creation of original utterances, rather than the template manipulation of language formulas.

Paramount importance is given to understanding, transferring content and the expression of meaning, which motivates the study of the structure and vocabulary of a foreign language that serve this purpose. Thus student attention focuses on using forms rather than themselves, and learning grammar is carried out indirectly, in direct communication, excluding pure study of grammar rules.

The modern teaching reflects the themes of our era, with its abundant information. Multimedia assists English teaching, displaying contents actively and intuitively, which makes them talk and communicate the relative concrete content joyfully, also, students obtain perceptual understanding from so vivid and large information, generating distinct image and inspiring their thinking so that to deepen their understanding of learning content within a short time. Multimedia realizes openness, interaction, sharing, cooperation and autonomy of English learning between teaching and learning, which renders all-round sensory stimulation. Cognitive psychology argues that mobilizing multiple senses to apperceive is more comprehensive, profound than the single one. Simultaneously, it improves input of information overtly and quickens the tempo on the class, also, increases the efficiency.

#### **Enhances Interaction among Students and between Teachers and Students**

Gary Motteram is one the scholars to work on the effectiveness of technological use in the language classrooms. He says that it is still "the case that most teachers work in physical classrooms and looking at ways that these spaces can be augmented with digital technologies is a very good starting point" (7). In fact, multimedia technology in teaching focuses on the active participation of students, and enhances the importance of interaction among students and between teachers and students. One of the main uses of multimedia technology in the classrooms is to improve students' ability to listen and speak, and thereby develop their communicative competence. In this process, the teacher's role as a facilitator is particularly prominent. The utilization of multimedia technology can create a context for the exchange of information among students and between teachers and students, emphasizing "student engagement in authentic, meaningful interaction" (Warschauer 2). This opportunity improves on the traditional classroom teaching model. In doing so, the teachers in the classrooms no longer force the students to receive the information passively.

Multimedia resources act as a means of intensifying the educational process, individualizing instruction and partially automating the work of teachers related to accounting, measuring and evaluating students' knowledge. Students can take part in tests, quizzes, contests, contests conducted over the Internet, correspond with peers from other countries, participate in chats, video conferences, etc.

#### **Creates a Conducive Teaching Environment in the Classrooms**

The use of multimedia technology in the classrooms creates a favorable environment for language teaching. Highlighting the importance of its use, Healey et. al. say, "Bad teaching will not disappear with the addition of even the most advanced technology; good teaching will benefit from appropriate use of technology to help learners achieve their goals". This technique makes the language class lively and interesting, motivating the students to participate in the classroom activities. Multimedia technology has its own features such as visibility and liveliness that produce special effects on the participants. While teaching English language through it, the sounds and pictures can be set together that enhance the active participation of both teachers and students. The teachers can show pictures and images of native speaking situations to enrich the sharing of information effectively. They also imagine different contexts while preparing for the lesson.

In the similar way, using the multimedia technology, the students in the class can receive abundant information about the language clearly. Thus, using multimedia technology in English language teaching is effective in cultivating students' interest in learning, improving the teachers' interest in teaching.

#### **Provides Opportunities for English Teaching outside the Classrooms**

Teaching English with multimedia technology is flexible that focuses on "how English language teachers, teacher educators, and administrators can and should use technology in and out of the classroom" (Healey et. al. 2). This means that multimedia technology provides opportunities to have English teaching not only within the classroom situations, but also outside the classroom situations. It creates a multimedia language environment for teaching English. Teaching should be handled by the teachers but it should be student-centered, which is one of the principles of good language teaching. Sometimes, the students' problems are addressed in the classroom teaching, but other times they should be handled outside the classroom contexts, which is "usually carried out using asynchronous tools, such as e-mail or conferencing systems" (Warschauer 4). In such circumstances, the students can take the advantage of multimedia technology, contacting the teachers through internet and having their problems resolved thereby.

#### **Makes the job of teachers' less stressful**

The introduction of computer technology in the educational process helps to improve not only students, but also teachers, because it provides an opportunity to share methodological experience with domestic and foreign colleagues.

The integration of multimedia tools in the educational process contributes to the saving of materials spent by the teacher and educational institutions. The advent of computerized classes, multimedia tools, interactive whiteboards and other multimedia tools reduces the need for prints and additional handouts.

Multimedia teaching breaks the traditional teacher-centred way, which shifts the focus to the students, who could obtain the knowledge under guidance of teacher via the interaction between them. During the period of English learning, if all the senses can be triggered together, then enthusiasm of students is mobilized furthest.

The multimedia teaching is a design that selects and applies teaching media reasonably, according to the characteristics of teaching target and aim, organically combining with traditional teaching method to participate the whole teaching process, simultaneously, forming reasonable teaching process and structure to achieve the optimized teaching. Utilize multimedia networking to improve class efficiency, increase the active involvement

of the students and cultivate their ability of using English comprehensively technology for language training through exploring, interaction, cooperation etc.

The networking method creates English communication scenario, which visualizes the abstract and unfamiliar knowledge, from which students can learn language knowledge and cultural background information in more characteristic language environment. With the help of network transmission technology, virtual space, communication media and electronic dictionary etc. multimedia offers intuitive interface vividly. The students join learning activities delightfully, therefore, their motive and interest is stimulated. It is the most outstanding modern teaching media that owns the incomparable control and man-machine conversation.

In this way ESL teachers have more free time and energy to spend with family, self-development, entertainment or hobbies, which affects to the productivity of their activities.

### **DISADVANTAGES OF THE USE**

There are many disadvantages of using multimedia technology in English language teaching despite it has facilitated the language teachers to improve their efficiency in teaching. The following are some of the disadvantages that this study has found in the context of non-native speaking countries:

#### **Emphasis on the Supplementary of Effective Teaching**

The use of multimedia technology is a supplementary tool for English language teaching, not an end in itself as the blackboard is "supplemented by the overhead projector, another excellent medium for the teacher-dominated classroom, as well as by early computer software programs" (Warschauer 2). If the teachers are totally dependent on multimedia devices during their teaching, they may turn into slaves to multimedia technology and cannot play the key role as a facilitator to the students. In practice, many teachers are active in using multimedia technology, but they are not proficient enough to handle it properly.

When using multimedia tools in the methodology of teaching a foreign language, it seems advisable to introduce them as "supportive", and not as main ones, since the specifics of teaching a foreign language implies the key role of a teacher who not only guides the learning process, but also is its direct participant.

If the teachers stand by the computer all the time and students are just concentrating on the screen, the teachers cannot have the direct eye contact with the students. The development of multimedia technology in the language classrooms is considered effective and many benefits of the traditional teaching model have been forgotten. Therefore, the teachers should understand that the multimedia technology should be used as a supplementary instrument rather than a target. For example, "Electronic communication within a single class might be viewed as an artificial substitute for face-to-face communication" (Warschauer 4). It should be considered and used as a tool for effective teaching and learning.

#### **Lack of Communication between Teachers and Students**

It is important to emphasize that the overuse of information technology can lead to some negative results. For example, as a result of widespread use of multimedia, social contacts are curtailed; social interaction and communication are reduced. Communication through various communicators (Skype, Facebook) is effective, but it is not able to completely replace "live" communication.

It is important that there should be a lot of communicative activities in the language classrooms. The teachers should teach the students on how to pronounce certain words, to comprehend the sentences, to improve thought patterns and to express what they have learned. Though the use of multimedia technology in the language classrooms enhances the interest of the students through audio, visual and textual effects upon the students, it lacks interaction among the students and between teachers and students. For example, Healey et. al.



claim, "teachers used pen pals before they had access to key pals, print magazines and newspapers before they had online news, and work in groups face to face before they collaborated in virtual worlds". In fact, it replaces the teachers' voice by computer sound and teachers' analysis by visual image. Thereby, the students will have a very limited time for speaking communication. The sound and image of multimedia technology affect the students' initiative to think and speak. The English language class turns into a show case and the students are considered only as viewers rather than the active participants in the classrooms.

#### **Lack of Real-Time Teaching**

Language teaching requires lots of discussion formed through questions and answers between teachers and students. The teachers ask real-time questions and guide the students to think, and to build up their capacity to give the answers. For example, "students need to be given maximum opportunity for authentic social interaction" (Warschauer 3). However, the teachers, with the help of multimedia technology, prepare the pre-arranged courseware for the language teaching that lacks real-time effect in the classrooms and the students become unable to give feedback to their teachers. It ignores the spontaneity in the students' mind that includes students' thinking, strengthening their learning capacity and solving problems. Thus, the cultivation of students' thinking capacity should be the major objective in teaching and using of multimedia technology. The students should be given opportunities for thinking, analyzing and exploring their own world.

The role of multimedia when using interactive textbooks seems ambiguous. Feedback in this case does not go beyond the true-false parameter. The interactive factor, the factor of surprise, non-standard answer, and coagulation of meaning is completely excluded, which once again emphasizes the need for the teacher to participate in teaching a foreign language.

#### **Loss of Students' Logical thinking**

The use of multimedia technology in teaching makes the students understand the content easily, but their abstract thinking would be restricted and thereby their logical thinking would be faded away. In fact, the process of acquiring knowledge goes through perceptual stage and then rational stage, "developing critical thinking and autonomous learning while maximizing beneficial interactions" (Healey et. al. 9). So the teachers should understand that knowledge of something from perceptual recognition to rational apprehension is very important in the students' learning process. So if the students only perceive the images and imagination shown on the screen, their abstract thinking would be restricted and logical thinking would fade away.

If a student is simultaneously shown different types of information, he is distracted from some types of information in order to keep track of others, missing important information. Complex ways of presenting information distract students from the material being studied, which again reminds us of the need to clearly understand and be able to determine how deeply multimedia tools should be integrated into the learning process.

Nowadays, the diminishing process of acquiring knowledge has been the major concern for today's students. Because textual words are replaced by sound and image, and handwriting is replaced by keyboard input. Here, again, multimedia technology should be used as an assisting tool for language teaching and should not replace the dominant role of teachers. In addition, it is not a mechanic imitation of teaching rather it integrates the visual, textual display with teachers' experience for effecting English language teaching. In this way, keeping in mind the students' process of acquiring knowledge, the teachers can improve the students' listening, speaking, reading and writing skills of the language.

#### **Expensive Way of Conducting Language Classes**

Using multimedia technology in English language teaching is an expensive way of conducting language classes, which may not be fulfilled (Panthee 39). Keeping this fact in mind, the administrators and policy

makers should not only help language teachers realize "the potential benefits of technology, and prompt them to learn to use technology in their teaching," but they should understand "the significant role of technology so they foster the learning process by providing the necessary structure, support, and infrastructure" (Healey et. al. 9). Over time, it tends to result in higher expenses though it will help create more effective education. The language learning programs start with expenses that are related to implementing new technologies in education. The expenses usually entail hardware, software, staffing, and training for at least one networked computer laboratory where teachers and students can come and use it. It is often the case in poorly-funded language classes that the hardware itself comes in through a one-time grant, with little funding left over for software, staff training and maintenance

It should be noted that the transition to the use of multimedia tools is also fraught with another kind of difficulties: the insufficient degree of technical equipment in many educational institutions does not allow to fully using the opportunities provided by information technology. Incomplete staffing of classrooms prevents the actual use of multimedia tools in training.

In addition, any activity associated with the use of technical means is not without failures, which can lead to interruption of training sessions and force teachers to attract additional materials.

#### **Not All Teachers Are Competent To Use Multimedia**

Due to the differentiated approach to training, the inability to work on a single program and the variety of multimedia tools, more time is also spent on the selection and adaptation of materials in preparing the lesson. In this regard, teachers have a need to independently model training courses.

However, at the moment, not all teachers are ready to modernize the educational process using multimedia tools due to lack of awareness in the field of computer technology. Thus, there is a need to train qualified specialists, to conduct various advanced training courses, at which teachers will not only be introduced to technical means, but will also be taught how to create multimedia courses and how to use them methodically in the educational process.

It should also be emphasized that a methodological note should be compiled for each multimedia program, which indicates which audience the program is designed for, the types of skills that are developed with its help, what educational material it is based on, how many hours it is designed for, the place given programs in the educational process, etc., that is, "the program should have a scenario for use for the possibility of its use by other teachers".

#### **RECOMMENDATIONS**

Multimedia technology and language teaching have gone hand to hand for a long time and contributed as teaching tools in the language classrooms. However, multimedia technology is still a source of fears and insecurity for many teachers everywhere around the world despite the latest developments applicable to language teaching such as websites, blogs, online journals, teaching methodology and so on. In this connection, Deborah Healey et. al. say, "The pace and extent of change in technology for teaching, however, have made it difficult for many teachers, teacher educators, and administrators to know how best to employ computers, other forms of digital technology, and the global interaction enabled by the Internet in language teaching". So many countries have tried to modernize their equipment, have spent large amount in technology and have proved the positive effects of integrating technology to language teaching. Still, there are many teachers who still have no interest to teach the language with technologies. Here, Rana suggests, "There are many different aspects of technology that hamper education but there are resources that help learning, too". In order to improve the

overall situations and make the language teachers aware of the function of multimedia technology in teaching, the following recommendations have been made:

#### **Teachers Should Play the Leading Role in Teaching**

The application of multimedia technology to teaching can make improvements in English language teaching and at the same time has enabled "teachers to re-think what they are doing" (Motteram 7). However, the teachers should play the leading role even if they use multimedia technology. Their position should not be replaced by the computers and other devices. For example, when each lesson is introduced and spoken English is taught, the students can easily improve their listening and speaking skills which the multimedia technology cannot do. Even, the teachers' interpretation during the language teaching should not be overlooked. In principle, English should be used frequently in the language classes in order to improve the students' communicative competence. Multimedia technology in spite of its extraordinary effects in teaching should be an assisting tool for the teachers. So the teachers should determine whether to adopt multimedia technology in English language teaching or not.

#### **Teachers Should Not Consider the Computer Screen as a Blackboard or Whiteboard**

It is wrong to consider the computer screen as the blackboard or whiteboard as some teachers do. They have readymade exercises, questions, answers and teaching plans into their computers and display them in the classrooms. They do not have to write anything on the blackboard or whiteboard. The teachers are supposed to create a context for teaching and motivate the students to communicate in English. Focusing on the use of both traditional and modern ways of language teaching, Dincay Koksall says, "We should kill neither the blackboard nor the mockingbird. We need blackboards or whiteboards as visual aids and the sound of the mockingbird for relaxation". It is, thus, advised to use the blackboard or whiteboard very often in order to bring the traditional and modern teaching methods together. In addition, the experienced teachers know well that a perfect teaching is in their mind. So they should use the blackboard or whiteboard to write questions raised by the students. In this way, the teachers can create a real-life context for effective teaching.

#### **Teachers Should Encourage Students to Use Their Own Mind and Speak More**

One of the features of using multimedia technology is to cause audio and visual effects that lively display the content of textual materials. Dincay Koksall suggests that "new technologies develop and are disseminated too quickly that we cannot avoid their attraction and influence in any form". This process helps the students to understand the teachers' instruction and information. But only displaying the content of texts through the PowerPoint presentation cannot stimulate the students thinking. In the English communication situations, the teachers have to encourage the students to use their own mind and speak more. In order to use the modernized feature to English language teaching, they should not overuse the technology; rather they should actively join in the class practice.

#### **Teachers Should Use All Possible Teaching Aids and Techniques**

Some language teachers tend to depend on entirely on multimedia technology in teaching. But the reality is that multimedia technology cannot be replaced by many other teaching methods. In the similar way, it cannot also replace any other forms of teaching methods. The functions of other traditional forms of teaching instruments are equally important in English language teaching though multimedia technology has its unique advantages in teaching. For example, the tape recorder still plays an important role in playing the listening materials. Thus, the language teachers are supposed to choose from the appropriate teaching instruments according to the requirements of the teaching contexts. However, "In the absence of teachers trained to use technological tools in the classroom, EFL students will be unable to learn English as fast and effectively as they

could with technology or as fast and effectively as their fellow students across the globe" (England 399). So, in the non-native English speaking countries, the teachers should integrate multimedia technology with the traditional teaching tools as they can play an important part in the successful English language teaching.

#### **Teachers Should not Overuse Multimedia Technology**

Many teachers believe that the more use of multimedia technology may give the better performance in language teaching. They think that multimedia technology may create better class environment, may motivate the students to participate in the class, and may help students access to the language materials. Young and Bush say, "With no clear sense of effective technology use, teachers often ignore it altogether or resort to exposing students simply to whatever current software is most available, with little instructional support or curricular connection". In fact, this is wrong to believe that the utilization of multimedia technology would have a magic to English language teaching. Although the students feel some interest in learning, they in reality feel inactive all the time because they are just looking on the screen. This kind of process ignores other skills in the language learning.

Practically, if the students are interfered during the language class, they acquire less from the language materials. Though there are many advantages of using multimedia technology in teaching, it should be used as a supplementary instrument for the language teachers. It is essential to apply traditional teaching tools to effectively train the students' communicative competence in the classrooms. Young and Bush suggest that teachers should avoid "the temptation to use technologies without understanding the pedagogical implications of using them". If multimedia technology is utilized properly in teaching, without being overused, the students can be able to make full use of listening and speaking materials and develop their overall language skills. So the language teachers should introduce both traditional teaching instruments and multimedia technology to English language teaching so that the students can have the overall training on their listening, speaking, reading and writing skills.

#### **Teachers Should Use Free Of Charge Platforms**

Nowadays there are many websites and applications (**table-1**) which aim to teach languages. Some of them are totally free and some of them partly. So such kind of platforms and applications should be use while creating teaching programs and curriculums.

<b>DUOLINGO</b> <a href="https://www.duolingo.com">duolingo.com</a>	<ul style="list-style-type: none"> <li>• Duolingo is a mobile application for learning a language in a playful way. Today, users who know the Russian language can study English and German; in preparation Spanish, Swedish and French.</li> </ul>
<b>FluentU</b> <a href="https://www.fluentu.com">fluentu.com</a>	<ul style="list-style-type: none"> <li>• FluentU is a video language learning site. There are real videos for different levels of language proficiency: video clips, movie trailers, news, speeches and so on. Spanish, French, North Chinese, German, Japanese, and English are available.</li> </ul>
<b>Conversation Exchange</b> <a href="https://www.conversationexchange.com">conversationexchange.com</a>	<ul style="list-style-type: none"> <li>• Conversation Exchange - on this site ESL students and teachers can correspond with native speakers of any language. This is an excellent option for meeting with representatives of another culture and practice of the spoken language.</li> </ul>
<b>Memrise</b> <a href="https://www.memrise.com">memrise.com</a>	<ul style="list-style-type: none"> <li>• Memrise - learning languages through memory games. Also available as an app so ESL students and teachers can play anywhere. About 50 languages.</li> </ul>
<b>BBC Languages</b> <a href="https://www.bbc.co.uk">bbc.co.uk</a>	<ul style="list-style-type: none"> <li>• BBC Languages is a suitable platform for language learners from scratch. The resource contains video and text materials on basic vocabulary, grammar and phonetics. 40 languages are available.</li> </ul>
<b>Busuu</b> <a href="https://www.busuu.com">busuu.com</a>	<ul style="list-style-type: none"> <li>• Busuu is also a convenient application in a playful way: many pictures and tests. English, German, French, Spanish, Italian, Portuguese, Japanese, Turkish, Arabic, Polish and Chinese are available.</li> </ul>
<b>Babbel</b> <a href="https://www.babbel.com">babbel.com</a>	<ul style="list-style-type: none"> <li>• Babbel - unlike other applications presented on our list, this application is suitable for beginners and upper level learners. English, German, French, Spanish, Italian, Portuguese, Polish, Swedish, Norwegian and Danish are available.</li> </ul>
<b>Fluentin3months</b> <a href="https://www.fluentin3months.com">fluentin3months.com</a>	<ul style="list-style-type: none"> <li>• Fluentin3months is a site created by Irish polyglot Benny Lewis. The service is intended not so much for practical tasks as for theoretical ones: how to learn a language in a few months, what to read, watch, and what methods to use.</li> </ul>
<b>Livemocha</b> <a href="https://www.livemocha.com">livemocha.com</a>	<ul style="list-style-type: none"> <li>• Livemocha - free and effective foreign language courses. The site also features interesting forums and blogs. English, Japanese, Italian, Spanish, Arabic, Portuguese, Turkish and French are available.</li> </ul>
<b>Foreign Services Institute</b> fsi- <a href="https://languages.yojik.eu">languages.yojik.eu</a>	<ul style="list-style-type: none"> <li>• Foreign Services Institute is a website written by professional linguists. Traditional methods, time-tested, are used. A lot of texts and audio tasks. More than 45 languages are available.</li> </ul>
<b>The Polyglot Club</b> <a href="https://www.polyglotclub.com">polyglotclub.com</a>	<ul style="list-style-type: none"> <li>• The Polyglot Club is a club of people learning foreign languages. ESL students and teachers can negotiate with them and meet abroad or in ESL students and teachers' own city. Or ESL students and teachers can just correspond.</li> </ul>
<b>Reddit</b> <a href="https://www.reddit.com">reddit.com</a>	<ul style="list-style-type: none"> <li>• Reddit - a forum-collection of techniques and courses for the study of certain languages. Tips from teachers and native speakers.</li> </ul>
<b>LinguaLeo</b> <a href="https://www.lingualeo.com">lingualeo.com</a>	<ul style="list-style-type: none"> <li>• At the very beginning, the user passes the test and indicates his interests, on the basis of which a personal training plan is drawn up for him. Materials for the course - audio books, videos, texts, etc. - are selected taking into account the interests of the user.</li> </ul>

## CONCLUSION

The main purpose of using multimedia technology in language teaching is to promote students' motivation and learning interest in the English language. In the non-native English speaking context, this can be a practical way to get them involved in the language learning. To achieve this goal, the language teachers should create a favorable environment for English language teaching, which should be based on the availability of information and teaching materials. While using multimedia technology in teaching if students are not too dependent on their mother tongue, they should be motivated to communicate with each other in English. The process of English learning should be more student-centered and less time-consuming. The language teachers should maintain the students' communicative competence through multimedia technology.

We note that the process of teaching a foreign language is a complex, constantly evolving system. Therefore, teachers need to use in their work the opportunities that appear in the modern world. Today they are multimedia tools. They represent effective educational technologies due to their inherent qualities of interactivity, flexibility and integration of various types of educational information, as well as due to the ability to take into account the individual characteristics of students and help increase their motivation.

In conclusion, the utilization of multimedia technology can fully improve the students' thinking and practical language skills. This will ensure and fulfill an effective result of English language teaching. Despite some disadvantages of using multimedia technology in teaching, multimedia technology can be used effectively in the English language teaching classrooms. Overall, the non-native speakers of English as language teachers can teach English more efficiently if they use multimedia technology.

These resources can be actively used in the lesson. Mastery of communicative and intercultural competence impossible without the practice of communication, and the use of Internet resources in the lesson a foreign language in this sense is simply irreplaceable: a virtual environment The Internet allows ESL students and teachers to go beyond time and space by providing its users the possibility of authentic communication with real interlocutors on topics relevant to both sides. However, we must not forget that the Internet - only an auxiliary technical training tool, and to achieve optimal results, ESL students and teachers must correctly integrate its use into the lesson process.

The use of multimedia technologies allows the formation and development of reading and reading skills, directly using network materials of varying degrees of complexity (educational and authentic materials);

to form and develop listening skills based on authentic audio texts of the Internet; to improve the skills of monologic and dialogical utterances on the basis of a problematic discussion of the network materials presented by the teacher or one of the students, as well as to improve the skills of dialogical speech through the use of various oral communicators;

improve writing skills by writing answers to correspondence partners; replenish vocabulary with the vocabulary of the modern foreign language, which reflects a certain stage in the development of the culture of the people, the social and political structure of society, using authentic texts from the country of the language being studied; receive cultural knowledge, including speech etiquette, features of the speech behavior of various peoples in the conditions of communication, culture, traditions of the country of the language being studied.

Working with a computer helps to increase interest in learning, makes it possible to regulate the presentation of educational tasks according to the degree of difficulty, and encourages the right decisions. In addition, the computer allows ESL students and teachers to completely eliminate one of the most important reasons for the negative attitude towards learning - failure due to a lack of understanding of the material, as the student is given

the opportunity to use various reference books and dictionaries. Working on a computer, students get the opportunity to complete the solution to the problem, relying on the necessary assistance.

However, it must be remembered that computer technology does not determine the content of training – they are only an effective means of teaching a foreign language. The use of information technology should be motivated by their need, and not be a tribute to fashion.

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