Using Multimedia Projector In English Language Teaching Classroom

GavharIslomovnaMusaeva

Teacher ofthe faculty of Foreign philology

National university of Uzbekistan

Abstract: Multimedia technologies in teaching English language is one of the best and innovative approaches in language instruction, especially to inculcate and strengthen the opportunities to achieve objectives of language pedagogy. In the present times, many academicians and professionals get to know the significance of using various technological devices in the activities of language teaching and learning equally. The new approaches have made language teaching more productive, effective, and communicative. Therefore, in this study, definitions of some important terms that related to innovation such as multimedia technologies and attitude are given. Further, some exploration of the possibilities to use multimedia technologies for effective teaching of English is to be attempted. Moreover, this study will interpret the teachers' attitudes towards the use of multimedia technologies for teaching English. Finally, the conclusion is drawn as per the survey results indicated. English as a Second Language (ESL) learners at the upper elementary level have struggled to demonstrate the vocabulary required to read in English at grade-level.

Keywords: "e-Learning" or "Technology in Education",multimedia, ICT

1. INTRODUCTION

The term 'multimedia' constituents of two terms called 'multi' and 'medium'. Multi refers to many i.e. at least two. Media is the plural of medium. Medium refers to storage, transmission, communication, representation, presentation, input interaction and perception, meaning that it can refer to different levels of abstraction. It also refers to a basic information type like text, graphics, images, audio, animation, video etc. Therefore, multimedia is as an integration of many types of media on a single medium in the same information unit. According to Furht (2008), "multimedia is any combination of text, sound, animation and video delivered by computer or other electronic or digitally manipulated means. Multimedia enables students to

view various modes of change in course of time depending on a range of variables. It is a woven combination of digitally manipulated text, photographs, graphic art, sound, animation, and video elements."

2. THE MAIN RESULTS AND FINDINGS

In a context, Shaikh (2013) strongly opined that ICT with its technological advancement is trying to overhaul the educational system completely; we are forced to sit up and take note of this development. Professor Furht (2008), "The full potential of using multimedia technologies for learning in primary and secondary schools can only be realized after there has been some re-engineering of the way learning experiences are offered in the traditional schools and colleges" (Furht, 553). According to Chandra (2004), "Technology's capacity to reach learners in any place and at any time has the potential to promote revolutionary changes in the educational paradigm". It is also proved that directed and wisely managed teaching should only profit by the use of computer technology. The ability of multimedia packages as 'great source for language activities, to motivate students should be used to do exactly that. They can only be seen as the helping tool for the classical teaching process, and the variety and flexibility that they offer should be used to bring out the best that students can give.

Professor Lee (2001) issued a position stating that teachers must have a comfortable level of ICT competence. Acquiring basic skills in ICT and ensuring the students' learning in their charge can make progress if ICT is used in an incremental way. He emphasized that unless teachers are functioning at the comfortable level of ICT skills and knowledge, they will be unable to integrate ICT as a primary tool for teaching and learning across the curriculum. Teachers need to inculcate the willingness to learn enough about ICT to make effective use of it in the classroom.

There are some existing evidence regarding the access and availability of ICT resources, but teachers cannot use ICT in the classrooms because it may be difficult for them to operate ICT tools. In some cases, technology malfunctions can happen anytime. Technical problems were among the major barrier for teachers to use ICT in teaching . These technical barriers include prolonged loading of websites to open, failure to connect to the Internet, applications and printers not responding, and malfunctioning computers due to booting errors.

Additionally, Becta (2004) reported that lack of technical support and maintenance available in schools results to higher risk of technical breakdowns. These technical faults may discourage teachers from using ICT in their teaching because of the fear that equipment

might break down during the lesson presentation. According to Bingimlas (2009), teachers always need technical assistance to provide appropriate manipulation of the up-to-date equipment in the new world of technology. Technical support allows access to ICT resources and then helps the successful integration of technology in the teaching process.

Cox (2004) finally reported that the continuing need for further professional development of teachers enable them to understand the value of ICT to their curriculum and to their learners making them prepared to use it. Teacher training in the classroom use of modern technology helps increase teacher's efficiency in using ICT in education. Training includes basic skills in using technology as well as the integration of those technologies into interactive and effective teaching. It is also suggested that increasing competence and improving ICT use could be done through self-training.

The integration of Information Communication Technology (ICT) into foreign language education has been assumed as the potential of the new technological tools to revolutionize an outmoded educational system. ICT has brought about the innovative use of web-based learning in second language learning and teaching, particularly in the area of English as a second language (ESL) . With a variety of hyperlinked multimedia documents and computer-mediated communication (CMC) tools, the Web can support language teachers to integrate Web resources into the language classroom. Moreover, the multimedia nature of the Web is essential for the delivery of authentic materials, including texts, images, sound recordings, video clips, virtual reality worlds and dynamic, interactive presentations. All these characteristics can allow the student to work in numerous ways with the authentic materials found on the page. Recent studies have focused on teachers' attitudes towards ICT in order to shed light on the effectiveness of such technological tools in the foreign language classroom. Baylor and Ritchie state, "regardless of the amount of technology and its sophistication, technology will not be used unless instructors have the skills, knowledge and attitudes necessary to infuse it into the curriculum". Rogers believes that peoples' attitudes toward a new technology are a key element in its diffusion. Therefore, the key factor not only for adopting the new technology but also for minimising the teachers' reluctance is the positive attitudes towards the use of ICT in EFL. The field of foreign language education has always been in the forefront of the use of ICT to facilitate the language acquisition process. That happens because of their familiarity with English as the main software and ICT language. However, the scrutiny of their resistance or reticence against the web-based aspects of their teaching could lead to a more successful syllabus design and ICT implementation. Many

teachers do not regard themselves fully-equipped, comfortable and sufficient in using ICT as they feel more confident with their traditional teaching styles [9]. As I point out web-enhanced language teaching has an advantage now that the communicative potential can be realised through web technology but the majority of teachers are still nervous of it. Suggested is the need for a differentiated teacher training approach than that applied thus far, which is to take into account the identified differences in teachers' skills, knowledge, views and perception on the application of ICT in schools.

The purpose of this study was to investigate whether taking an active role in using

multimedia technology to construct word meaning would enhance students' vocabulary learning and reading comprehension at the upper elementary levels. Students were able to construct word meaning using a combination of words, images, audio, and video in a digital environment. The vocabulary selected was related to the topics studied in the rest of the content areas such as social studies, geography, or biology. Vocabulary acquisition and reading comprehension were measured by pre and post maze cloze tests that included several words from which the student had to choose in order to complete a sentence.

Through this study, I attempted to demonstrate that when students have the

opportunity to use multimedia resources actively in their ESL learning process, academic results are enriched. The supposition was that the simultaneous combination of images, sounds, and text in a digital environment would allow students to have multiple references to the word. Learning depends on the effective interaction between long- and short-term memories therefore, it was assumed that having multiple references to a word would allow learners to access meaning more effectively. Likewise, it was expected that multiple references to words combined with an active learner role would increase ESL students' short- and long-term learning capacity for the vocabulary.

In this study, the findings generated from the results of the pre- and posttests in

the intermediate treatment group demonstrate that there is a positive effect in the use of educational technologies to maximize students' outcomes in learning vocabulary and subsequently in their reading comprehension capacity. The mean difference between the pre- and posttest for this group resulted in a probability value of .013. Moreover, the mean difference between the pre- and posttest for the intermediate English level control group resulted in a probability value of .076. These results confirm that when students learn

vocabulary in context and use multiple sources of storage, their learning results are increased The empirical analysis of the results revealed that students who used multimedia technology to actively interact with vocabulary did not obtain better results, on average, than those participating in regular vocabulary activities. For each of the treatment samples, when the results were compared with those of the corresponding control groups, no significant results were observed. The differences observed between the results in the posttest for the treatment and control groups resulted in higher probability values in favor of the null hypothesis. However, there have been studies in which significance has been observed, which have shown a positive improvement in ESL learners using technologies for multisensory vocabulary learning found that ESL learners participating in digital learning classrooms increased their academic achievement when compared to ESL learners in traditional classrooms. I found significant

differences between students learning ESL using multimodal presentation software

integrated with an interactive whiteboard and those in regular classrooms. In these

studies, ESL learners' vocabulary acquisition improved in comparison to their peers in regular classrooms. The main difference between these studies and the present

dissertation study was the sample size. The sizes of the samples in this dissertation study were very low, and in some groups they were extremely low. The

only group that showed statistical significance (intermediate-level English group) was the one with the larger sample size.

3. CONCLUSION

Multiple methodologists recommend that researchers regard small sample sizes with

caution because they usually imply low statistical power and therefore a high probability of rejecting a false null hypothesis. In addition, Siegel (1956)

explained that some parametric tests, such as the test, have critical assumptions that

cannot be tested when the sample sizes are small. In addition, this study was based on the recommendations and results of studies about learning vocabulary strategies for ESL learners and the use of educational technology in this process. Inability to extend the study for more than 8 weeks may have affected the students' learning curve in relation to technology use in the implementation. This would also have lessened the impact of the intervention. Moreover,

because the study depended on secondary data, I did not have the opportunity to supervise the purity of the implementation process and the delivery of the pre- and posttests. I should have exercised greater control of the implementation process and should have insisted on making certain critical decisions, such as the choice to subdivide the samples, which resulted in very small groups.

4. REFERENCES:

[1.] Huw Jarvis. Technology and Change in English Language Teaching (ELT).The Asian EFL Journal Quarterly December 2005 Volume 7 Issue 4.

[2.] Ann Dashwood Alternatives to Questioning: Teacher Role   in Classroom Discussion. The Asian EFL Journal Quarterly December 2005 Volume 7 Issue 4.

[3.] EvrikleaDogoriti. Perceptions and Attitudes towards Web-based ELT among English teachers in Greece.

[4.] Purva Chhabra. Use of E-Learning tools inteachingEnglish. International Journal of Computing & Business Research.

[5.] Jameel Ahmad. English Language Teaching (ELT) and Integration of Media Technology. Procedia - Social and Behavioral Sciences 47 (2012) 924 – 929.

[6.] Mardievna, B. M., Mukhamadjanovna, J. S., Nematovich, N. O., &Azamovich, T. V. (2020). THE IMPORTANCE OF MODERN METHODS AND TECHNOLOGIES IN LEARNING ENGLISH. *JournalofCriticalReviews*, *7*(6), 143-148.