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1

Міністерство освіти і науки України

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Кваліфікаційна робота

ЗАСТОСУВАННЯ МУЛЬТИМЕДІЙНИХ ТЕХНОЛОГІЙ В ІНШОМОВНІЙ ОСВІТІ

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2

Qualifying paper

USING MULTIMEDIA TECHNOLOGIES IN THE ENGLISH LANGUAGE CLASSROOM

Level of higher education: Bachelor's degree

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Specialty: 014 Secondary education (English language and literature)

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ЗМІСТ

РОЗДІЛ ІІ. ІНТЕГРАЦІЯ МУЛЬТИМЕДІЙНИХ ТЕХНОЛОГІЙ НА УРОКАХ АНГЛІЙСЬКОЇ МОВИ ЯК ІНОЗЕМНОЇ В ШКОЛАХ ЗАКАРПАТСЬКОЇ

CONTENTS

LIST OF ABBREVIATIONS

CALL	Computer-assisted language learning
EFL	English as a foreign language
ICT	Information and communication technology
IT	Information technology
IWB	Interactive whiteboard
DVD	Digital Versatile Disc
EFL	English as a Foreign Language
PC	Personal computer
OLA	Oral language Archive
PLATO	Programmed Logic for Automatic Teaching Operation
TICCIT	Time-shared, Interactive, Computer Controlled Information Television
ALLP	Athena Language Learning Project
CAMILLE	Computer-Aided Multimedia International Language Environment
ICT	Information and Communications Technology
VR	Virtual Reality
CD	Compact Disc

INTRODUCTION

Multimedia offers a sophisticated, multi-sensory approach to exploring our world by presenting information through text, graphics, images, audio, and video. There is evidence suggesting that combining words and pictures enhances the assimilation of substantial amounts of information (Mayer, 2001). The advantages of multimedia design over single-medium presentations may stem from the ability to select from various media to deliver well-organized information (Larkin & Simon, 1987), utilizing multiple representations to enhance memory (Penney, 1989), promoting active engagement (Ainsworth, 1999), and presenting more information simultaneously (Sweller, 1999). Students grasp information most effectively when they perceive its value and significance within the classroom context.

Multimedia may be defined in multiple ways, depending upon one's perspective. Commonly accepted definitions encompass the following: Multimedia is the "use of multiple forms of media in a presentation" (Schwartz & Beichner, 1999, p. 8). Multimedia refers to data presented in formats such as graphics, audio, video, or movies. A multimedia document contains a media element other than plain text (Greenlaw & Hepp, 1999, p. 44). Multimedia comprises a computer program that includes "text along with at least one of the following: audio or sophisticated sound, music, video, photographs, 3-D graphics, animation, or high-resolution graphics" (Maddux, Johnson, & Willis, 2001, p. 253).

Despite the known benefits of multimedia technologies in enhancing educational experiences, there remains a gap in understanding their specific impact on language acquisition in secondary schools, particularly in the Transcarpathian region. This study purpots to fill this gap by investigating the effectiveness, challenges, and practical applications of multimedia technologies in English language teaching.

The aim of this study is to explore the integration and impact of multimedia technologies in English language teaching. The study seeks to understand the perspectives of EFL student teachers and educators on using technology in lessons and to compare its efficiency with traditional teaching methods.

The object of the thesis is multimedia technologies in English language education.

The subject of the thesis is multimedia technologies application in English language teaching in schools of Transcarpathia.

The research tasks involve:

1. Analyzing digital technologies and web-based applications for language learning.

2. Exploring student teachers' and educators' perceptions of technology-based language teaching.

3. Identifying barriers to integrating technology in Transcarpathian secondary schools.

4. Comparing the efficiency of multimedia technologies with traditional teaching methods.

This study employs both theoretical and empirical methods, including:

- Literature review to provide a comprehensive overview of technology-enhanced language teaching.

- Questionnaires to gather data on EFL teachers' perceptions.

Theoretical significance: The study contributes to the academic understanding of multimedia technology's role in language education, offering insights into its theoretical underpinnings and pedagogical implications.

Practical Significance: The findings provide practical strategies for educators to enhance language acquisition through multimedia technologies, addressing common challenges and leveraging digital tools to improve teaching outcomes.

The thesis is structured as follows: the introduction outlines the significance, aim, and scope of the study; the literature review provides a historical and theoretical context for the use of multimedia technologies in education; Part II describes the research design, participants, instruments, data analysis procedures. Additionally, the results and discussion present the findings from the empirical study; and the conclusion summarizes the key findings.

By addressing these elements, this study aims to provide a comprehensive understanding of the role of multimedia technologies in enhancing English language education, offering valuable insights for educators, policymakers, and researchers.

PART I

THEORETICAL CONSIDERATIONS OF INTEGRATING MULTIMEDIA TECHNOLOGIES IN EFL TEACHING AND LEARNING

1.1. THE HISTORICAL LINE OF CALL

In his book, Warschauer (1996) delineated three evolving stages of CALL. The categorization was carried out considering their educational and methodological approaches.

Behaviourist CALL

This era was shaped by the prevailing behaviourist theories of learning attributed to Skinner. Additionally, the technological constraints of computers from the 1960s to the early 1980s also influenced the emergence of behaviouristic Computer-Assisted Language Learning (CALL). This theory relied on the principles of observation, practice, and reinforcement, primarily through positive feedback. It operated on the belief that learning occurs through conditioning, with responses to environmental stimuli shaping behaviuor. The behavioural phase was exemplified by the audi-lingual method, which arose from the necessity for language proficiency during the Second World War, emphasizing listening and speaking skills. Instruction primarily consisted of drills, repetition, and habit formation. Computers were viewed as ideal tools for language learning due to their ability to maintain consistent engagement with learners and deliver material at their individual pace. This period saw the development of programs designed to stimulate student response, with more advanced ones offering remedial activities in response to errors.

The behavioristic phase emerged in the 1950 and saw widespread implementation throughout the 1960s and 1970s, with computers replacing tutors and providing instructional materials. The emphasis was largely on drill-and-practice programs during this time. However, by the late 1970s and early 1980s, there was a rejection of the behaviorist approach both theoretically and pedagogically. Critics argued that an excessive focus on repetition and accuracy failed to foster true language development.

Communicative CALL

Communicative CALL emerged from the communicative approach to teaching foreign languages, spanning the 1970s and 1980s. During this period, computers continued to serve as a platform for language practice, but with notable differences.

Unlike previous methods, communicative CALL minimized drills and afforded students more autonomy, control, and interaction. It arose in response to the limitations of the audio-lingual method, shifting the focus towards language as a means of communication rather than rote memorization. Emphasizing practical language use, this approach encouraged students to express preferences, dislikes, and navigate real-life situations.

Grammar instruction became implicit rather than explicit. Computers became catalysts for fostering discussion, writing, and critical thinking, empowering students to generate their own original expressions. Programs avoided highlighting mistakes and instead prioritized flexibility in responding to students' input. Task-based, collaborative activities took precedence in the communicative approach, with computers serving as facilitators, encouraging active engagement, and offering exercises beyond traditional formats like multiple-choice questions.

Incorporating graphics and sound, computers were found to sustain student attention better than traditional methods. Under the Computer as Tutor model, activities included quizzes, cloze exercises, matching tasks, sequencing exercises, crossword puzzles, and various educational games.

Integrative CALL

In the phase of the Integrative CALL, significant progress was achieved through two key innovations: multimedia and the internet. These advancements in technology gained widespread popularity by the mid-1990s. Educators shifted their focus from a cognitive approach to communicative teaching to a more social perspective, prioritizing language use within authentic social contexts.

This approach integrated listening, reading, writing, and speaking, fully incorporating technology into the language learning process. Multimedia was seen as creating a more genuine learning environment conducive to seamless integration of language skills.

Additionally, hypermedia provided students with greater autonomy in their learning, allowing them to focus more on content. The internet revolutionized access to a vast array of materials

worldwide, enabling rapid search and retrieval tailored to individual interests. This engagement empowered students to publish their own text and multimedia online and share it with peers, facilitating direct, cost-effective, and convenient development of communicative skills.

CALL in the 1990s

During the 1990s, the introduction of minicomputers, specially PCs, marked a significant advancement in technology as they allowed for the development of programs capable of recording and playing back sound. This breakthrough was eagerly anticipated by the language teachers and prompted a shift away from traditional drill-and-practice programs towards innovative pedagogical approaches. As a result, producers introduced a series of „Talking Books" on CDs, capitalizing on this new capability. Just Grandma and Me (1992) was the first program that came out, it offered text and sound in three languages, namely Latin American Spanish, US English, and Japanese. The learner had the opportunity to engage with the content through reading and listening, and interact with objects displayed on the screen, which offered a variety of animations, sound effects, and spoken language.

CALL in the 2000s

In the early 2000s, there was a notable improvement in the quality of online videos and audio, with the introduction of complete courses, many of which were offered by commercial entities like the BBC and government projects. It became evident that self-study without guidance and integration was not feasible. Consequently, 'e-learning' evolved into 'blended learning', recognising the web-based activities for self-study could not replace classroom practice and social interaction in language learning but could serve as complementary elements supporting and enhancing the learning process.

The internet emerged as a crucial tool during this period, leading to the inception of a series of conferences in 2004 aimed at exploring the potential of Web 2.0. Specialists recognised that Web 2.0 had evolved into a social platform facilitating collaboration, knowledge sharing, and networking. It was perceived as a popular medium for acquiring knowledge and communication through information sharing, reflecting the ways in which people work, play, and socialise. This era also witnessed a significant growth of web-based communities from the early 2000s.

It was noted that a growing number of users of conventional Web 2.0 tools began to actively participate in discussions, including blogs, mailing lists, wikis, podcasts, and social networking sites, as well as virtual worlds or MUVEs - programs that encouraged collaboration, sharing and interaction (Thomas, 2009, p. 84). In his handbook on Web 2.0 and Second Language Learning, Thomas (2009, pp. 4-6) outlines numerous benefits of these applications, stating that they facilitate participatory information sharing, user-centred design, and collaboration on the World Wide Web. The landscape of digital media has been expanding rapidly, offering a diverse array of dynamic and adaptable programs. This growth has been complemented by increased accessibility to the interactive, communicative, multimedia, and networking capabilities of computers and the internet. As a result, the foundational principles and paradigms within foreign language learning methodology have experienced significant influence presenting new opportunities for their practical implementation.

1.2 OVERVIEW OF MULTIMEDIA TECHNOLOGIES AND THEIR APPLICATION IN THE LANGUAGE CLASSROOM

Computers

Using computers is a great way of learning because students can learn at their own pace and go forward with the material or backwards if it is necessary to repeat something. What a lot of specialized literature stresses is the thing that how important is the autonomous learning. It can be possible with CALL through the hyperlinks. CALL can help students adapt to the new kinds of communication.

Networked computers create possibilities for communication and on the internet most of the conversations, news, information is conducted in English, which means this can help teachers to expose students to this form of learning.

The proper way to use multimedia in the English language classroom

Educators are encouraged to diversify their teaching approaches by utilising a wide range of instructional aids and methodologies. While some may heavily rely on multimedia technology, it's crucial to recognise that such tools cannot fully replace other traditional teaching methods. Each method has its unique advantages and contributions to language

instruction. For instance, while multimedia technology facilitates listening activities, traditional tools like tape recorders remain indispensable for playing audio materials.

In contexts where teachers lack training in technological tools, English as a Foreign Language (EFL) students may not achieve optimal learning outcomes compared to their peers globally. Therefore, in non-native English-speaking countries, educators should integrate multimedia technology with traditional teaching tools to enhance English language instruction effectively.

However, it's equally important for teachers not to over-rely on multimedia technology. While some may believe that its increased usage can enhance classroom dynamics and student engagement, excessive dependence on it may not necessarily lead to improved learning outcomes. Students may appear engaged but passively absorb information, neglecting the development of other vital language skills. It's imperative for educators to balance the use of multimedia technology with traditional teaching methods to foster comprehensive language proficiency among students.

1.3 INTERACTIVE WHITEBOARD

An examination of research on the influence of Information and Communication Technology (ICT) in European schools concluded that teachers in the UK who participated in the interactive whiteboard (IWB) pilot project expressed overwhelmingly positive views toward the technology. These teachers were firmly convinced that the introduction of IWBs was enhancing the quality of teaching and learning in their classrooms. Nevertheless, despite their enthusiasm, it remains uncertain whether this perceived improvement translates into tangible and purposeful enhancements in educational practice.

Higgins (2005) states that for the use of interactive whiteboards to be justified, it must be used in ways which provide more effective learning above and beyond that which can be achieved with alternative projection technology or traditional whiteboards (p. 11).

1.4 HOW TO USE THE VIDEO

In the foreign language classroom, two types of videos can be utilized. The initial category pertains to videos created for purposes unrelated to language instruction, whereas the second type, often labeled as 'scripted' (Motteram & Slaouti, 2000), is specifically tailored for use within the classroom setting. Videos which are in use in primary school often contain cartoon characters. It is a great source of motivation because it is similar to what they see usually on

TV. Even so, these figures are not as good in learning body language, gestures and actions as real people.

When we use a video firstly, we need to choose one. The biggest criterion is the video must match students' interest because this way it is much easier to catch their attention. The second important thing is the length. Tomalin (1990) suggests that for a one-hour class an extract of about three to five minutes is sufficient. If the video is longer we should play it in parts and analyse it that way. There should be 3 viewings at least.

Those videos are the best which are aiming on the familiarisation, language study and behaviour study.

Familiarisation

Firstly we need to clarify the purpose for viewing. At the first viewing the students appreciate the video and its text as a whole. Before watching the video we need to translate the basic words that occur in the text of the video. When we finished the video and want to check the overall comprehension in the class the most useful tools are true-false statements and multiple choice questions for our goal.

Language study

At the second viewing students concentrate on the language and its usage. It is a more detailed viewing this time and they can learn new words and new structures from it. As speech is accompanied with paralinguistic features, comprehension is facilitated. (Ποζουκίδης Νικόλαος, p.40)

Behaviourstudy and languageuse

The third viewing allows them to concentrate on the character's behaviour. This is useful because students can compare their own repertoire with the one in the video and see what structures characters use according to different situations.

1.5 VIDEO TECHNIQUES

Silentviewing

Tomalin (1990, p.10) defines silent viewing as "playing the video extract with the sound turned down. There are video techniques like silent viewing and freeze frame. During silent

viewing the sound of the video is turned down. The learners need to decide what is happening and what the characters are saying. It helps to understand the paralinguistic features of the language. It is useful for primary level students who feel overwhelmed by the dense information when image and sound are together. At the first viewing students pay attention to visual characteristics, while at the second they try to guess what the characters say. Finally, they watch the video with sound and they can confirm themselves if they were right.

Freezeframe

Freeze frame is a video technique which allows the student to focus on the very specific information in the video. In the first case student is asked what he/she sees, which can elicit language appropriate for description. In the second case, learners need to summarize what has happened. In the first case they enrich their linguistic repertoire and in the second they have a chance to use the language what they have learnt. After all learners can be asked to try to predict what will happen next. Tomalin (1990) recommends using freeze frame in conjunction with activities such as asking: „What did he/she say? Where are they? What's next? (pp. 12-14).

Summary to Part I

To sum up technology offers many opportunities if we use it in a proper way. Through multimedia devices we can provide a colorful teaching method to our students'. CALL can help to motivate students', improve teacher's practices and promote learners adaptation to the new kind of communication. The usage of the whiteboards can be an example. Teachers confirmed that IWB helped them to move forward with the educational material and to be more effective.

When choosing the right video, in purpose to teach, we should be careful with the length and the fact it is enjoyable or not. A video should be 3-5 minutes long and interesting enough to catch the attention of the learners. We know it is the right video when it focuses on familiarization, language study and behavior study.

There are 2 video techniques which are a great idea while teaching in a foreign language classroom: silent viewing and freeze frame.

Silent viewing is about watching a video with no sound and focusing on body language. Freeze frame is when we stop the video at one part and start to analyze it and understand what happened in the video.

1.6 ADVANTAGES AND DISADVANTAGES OF USING MULTIMADIA IN THE LANGUAGE CLASSROOM

While the utilization of multimedia technology presents a plethora of benefits, it's imperative to acknowledge that the practical integration and implementation of interactive elements may also pose certain challenges. Below, I'm going to outline some of the major issues that educators may encounter when introducing and utilizing multimedia materials in their teaching practices.

Disadvantages

Time constraints

Time constraints belong to another possible drawback that may appear in multimedia language teaching. Except for many advantages which multimedia offers, it can be quite laborious for both students and staff to locate information on the Internet. Teachers must dedicate time to testing selected video clips in various settings to avoid having to revert to the more traditional option of using a CD player. Additionally, resolving file conflicts is a particularly challenging area that demands significant effort. Even though that this issue could be resolved by simple update on a home computer, in the case of enormous educational institution managed by site administrator it is considerably more complicated. A final, but important, example of a potential time constraint is selecting appropriate materials for the class. When searching for listening resources, teachers must be particularly selective to make the best use of their own and their students' time, ensuring the class is not overwhelmed with electronic information (Chan et al, 2011, p. 61).

Abstract thinking may be replaced by imaginable thinking by the usage of the multimedia

Abstract thinking may be replaced by imaginable thinking. The primary aim of teaching is for students to progress from perceiving information to comprehending it in a logical manner. It is hoped that perceptual thinking significantly advances to rational thinking. Employing multimedia in the classroom enhances the accessibility of content and fortifies teaching with a

number of distinctive advantages. However, providing students with images displayed on the screen affects their imagination and causes that their abstract thinking is restricted and logical thinking is not practiced. Similar to the decline in students' reading abilities due to the replacement of textual words with sound and images, handwriting is also impacted by the use of keyboard input. Again, there is a proof that multimedia should be treated as an assisting tool and it can never replace the crucial role of teacher (Patel, 2013, pp. 120-121).

Adding too much multimedia feature to our lesson could hinder the communication skill of the students.

There is a risk of multimedia overshadowing other teaching methods in the classroom. Multimedia should serve as a supplementary tool to enhance the desired teaching outcomes. However, there are instances where teachers excessively rely on multimedia devices, causing them to become subservient rather than taking on a leading role in the teaching process.

As Patel mentioned (2013), numerous educators are known to engage in multimedia instruction, yet they may lack the confidence to proficiently manage it. Teachers often adopt a passive stance, remaining by the computer, as students' focus is captured by the screen, resulting in a lack of direct eye contact between educators and learners. To grasp the essence of Creative Education and the integration of multimedia, it's vital to recognise that technological tools should complement effective teaching and learning rather than being the primary focus. Under no circumstances should multimedia dominate the classroom environment.

Teachers should encourage students to engage their critical thinking and verbal skills. While multimedia technology vividly presents textual content through audio and visual effects, it's essential to note that its mere use, such as in PowerPoint presentations, may not inherently foster students' cognitive engagement. In English communication scenarios, educators must motivate students to think independently and express themselves verbally. To effectively leverage modernised teaching features in English language instruction, it's important not to excessively rely on technology but rather actively participate in classroom interactions.

The integration of multimedia technology, as highlighted by Dincay Konsal, provides students with a wealth of information beyond traditional textbooks, facilitating familiarity with cultural contexts and authentic language materials. This exposure not only enhances listening skills but also deepens understanding of the target culture. With access to abundant cultural

information through multimedia technology, students can engage in knowledge sharing, leading to active participation in classroom activities and accelerated language acquisition.

Advantages

Colorful teaching methods

Multimedia technologies have revolutionized the way language is taught in classrooms. Multimedia technologies are now used to supplement traditional language learning methods and create a more engaging, interactive, and effective learning experience. Multimedia technologies can be used to provide auditory, visual, and interactive elements to the language teaching process. Auditory elements can include audio recordings of native speakers, pronunciation drills, and listening comprehension activities. Visual elements can include video recordings, photos, animations, and interactive visuals. Interactive elements can include computer-based games and activities, such as language categorization, translation exercises, and grammar activities.

It helps students to improve their pronunciation

Multimedia technologies are particularly useful for teaching pronunciation. Recorded audio of native speakers allows students to learn and practice pronunciation in a way that is not possible by simply reading from a textbook. Visual elements such as video recordings can also be used to show students the correct mouth positions for certain phonemes. Interactive activities are especially helpful for pronunciation practice, as they can provide immediate feedback when a student makes a mistake.

It is easiertopracticegrammar and vocabularywithmultimediatools

Multimedia technologies can also be used to teach other aspects of language such as grammar and vocabulary. Animations and visual activities can be used to explain the grammar of a language and provide visual examples of how it can be used. Computer-based activities can also be used to help students practice grammar and build vocabulary. These activities can include sentence building activities, translation exercises, and multiple-choice questions.

The opportunitytouse VR in teaching

Multimedia technologies can also be used to create an immersive environment for language learning. For example, interactive VR applications can be used to recreate situations in which

students can practice their language skills in a simulated environment. This type of immersive learning helps to make language learning more engaging and effective.

In sum, multimedia technologies provide many benefits to language learning in the classroom. These technologies can be used to supplement traditional language learning methods, provide auditory, visual, and interactive elements to the language teaching process, and create an immersive environment for language learning. Multimedia technologies are a powerful tool in the language classroom and can help to make language learning more effective and engaging.

1.7 USEFUL PLATFORMS IN LANGUAGE TEACHING

EFL instructors frequently encounter difficulties when attempting to harness potentially beneficial technology which fits the student's interest and creative, stimulating lessons. Thanks to modern technologies, teachers now have ample access to a wealth of online audiovisual resources that can serve various purposes across a range of language courses.

There are also platforms on the internet that help teachers to stay in contact with their students and widen the opportunities to combine multiple teaching aids quickly and easily.

Youtube

Youtube is an online video repository where users can upload their own videos and watch other people's content.

Utilizing Youtube in the English language classroom offers two primary advantages:

- Exposure to authentic English language content
- The encouragement of a more autonomous, student-centered learning approach

Potential Applications

Listening and speaking

Conversation analysis: This activity is particularly suitable for intermediate to advanced students and can foster a heightened understanding of effective conversational techniques while also highlighting common conversation pitfalls to avoid.

In this activity, students are tasked with watching teacher-selected clips or exploring YouTube to select their own clips that exemplify either effective or ineffective **conversational**

strategies, aligning with the material covered in class. For instance, students may identify film or TV scenes showcasing conversations hampered by a lack of follow-up or clarification questions, or conversely, locate videos where effective dialogue is facilitated by supportive language that encourages further information sharing. Through this process of analyzing YouTube conversations for specific discussion techniques, students engage in critical discourse evaluation and immerse themselves in English language usage. Assessment of student engagement can be based on the quantity and quality of illustrative conversations reflecting the concepts discussed in class. Furthermore, this project can be adapted into a presentation format, allowing students to share their selected videos with their peers in the classroom.

Movie trailer voiceovers: This challenging listening and speaking project offers advanced students an opportunity to identify their pronunciation challenges and enhance the fluency of their spoken English.

In this activity, students choose a two-minute movie preview from YouTube and transcribe the audio. They then download the video from YouTube and remove its audio track using a free software program such as YouTube Downloader. Using their transcriptions as a guide, students record their own voices, focusing on mimicking and synchronizing with the original audio. Different students can voice different characters or narrate the trailer. Once the recording is complete, students can use video editing software on Apple or Windows platforms to overdub the preview. This activity involves repeated attentive listening to create the transcript, followed by multiple recording sessions aimed at achieving native-like cadence, intonation, and pronunciation. Assessment is based on the accuracy of both listening and speaking skills.

Famous movie scene reenactments: This inventive project is most suitable for intermediate to advanced learners aiming to enhance their spoken English through a highly expressive and theatrical approach. Students can select a famous scene from a movie -- the death of Jack in the film Titanic (Cameron, 1997), for example -- and then reenact it, either as a dramatic presentation in front of the classroom, or within a video clip featuring themselves. The reenactment can center around various concepts covered in class. For instance, if students have been studying sentence stress, their reenactments would emphasize (and likely be assessed based on) the precision of sentence stress in their portrayal. Evaluation is contingent

upon the caliber of the reenactment, particularly in how it mirrors the speech and pronunciation principles taught in class.

Vlogging: This is a routine speaking activity suitable for any student who has attained even the most basic level of conversational proficiency. It offers opportunities for regular and extended extemporaneous speaking practice.

"Vlogging" is the abbreviated form of "video blog", which, in turn, is shortened from "web log". Essentially, a vlog serves as an online diary in video format. Numerous noteworthy vlogs have gained popularity on YouTube, and students can be directed to them for extensive listening practice or any other lesson requiring authentic English materials. Even more beneficial is for students to regularly maintain their own vlogs. This involves speaking in front of a webcam for a designated period, reviewing and evaluating their recorded statements before deciding whether to publish them, and then watching and listening to responses from classmates or the teacher. With YouTube's privacy settings, vlogs can be uploaded in complete privacy and made accessible only to the student, instructor, and any invited classmates. Assessment can be conducted based on the student's overall pronunciation, vocabulary level, grammar usage, and overall communicative ability.

Reading and writing

Note taking and summarising: While this activity could be adapted for high beginner and pre-intermediate level students, it is most effective for intermediate level students and above. The note-taking and summarizing task entails students using YouTube to listen to lectures covering various topics. They are required to take notes on the main ideas and key details, discuss and elaborate on their notes with a partner, listen again to further develop their notes, and then compose summaries based on their notes. Subsequently, they can compare their summaries with those of their peers and the instructor using a transcript of the clip. If there are significant disparities between the students' summaries and the instructor's model summary, the teacher can explain the rationale behind their selection of information in the model summary. This might involve highlighting specific discourse markers that signify important information in the text, thereby illustrating what students should pay attention to in future encounters with similar texts. TED Talks serve as a valuable source of speeches on a variety of subjects, with most talks lasting less than 20 minutes and accompanied by a transcript available on the TED Talks homepage. Although note-taking and summarizing skills can be challenging to master, they are indispensable academic writing skills and

essential for numerous standardized proficiency tests. YouTube offers an engaging platform for students to hone these skills with compelling materials. However, evaluating students' notes can be labor-intensive for teachers, as it involves assessing the inclusion, comprehension, and articulation of keypoints. A possible alternative to checking students' notes would be to do as Flowerdew suggests, and use tasks that require students to integrate knowledge from their notes, composing a brief essay regarding the subject or delivering a concise oral presentation which can serve as alternative method for assessment (Flowerdew, 1994).

World Englishes

As extensively recorded (Seidlhofer, 2005), English has evolved into a global language (lingua franca) for contemporary society. In the early 1980s, Karchu (1992) introduced the term „World Englishes" to refer to the various forms of English that have emerged. One primary objective of English language education is to equip students with the ability to communicate effectively, not just with native speakers, but also with non-native speakers. Students who primarily encounter English in learning materials designed for learners may experience surprise when they encounter real-world English, especially if it deviates from the most standard American or British accent. To address this issue, one solution is to expose students to authentic English spoken in various dialects as much as possible. YouTube serves as an excellent platform for teaching World Englishes and broadening students' understanding of different dialects, thereby paving the way for acquiring knowledge about linguistic diversity.

Analyzing Current Events and Media: A method applicable to students across various proficiency levels to explore World Englishes involves examining news clips concerning significant global occurrences like 9/11, the Japanese earthquake and tsunami, or the 2011 British royal wedding.

In this exercise, teachers select two clips on a shared subject but in different English variations, which students then transcribe and scrutinize. Subsequently, learners compare their transcriptions with the videos, identifying notable discrepancies and similarities in emphasis, vocabulary selection, and pronunciation. Following this, students are prompted to independently conduct similar analyses. They could either utilize a predetermined list of topics and clips provided by the instructor or brainstorm their own themes and seek suitable clips.

Cultural Entertainment Study: This exercise is most suitable for students at the higher-intermediate and advanced levels, focusing on engaging drama clips to showcase cultural variations within English-speaking societies. Educators curate clips from dramas that may not be widely recognized by students. Given the widespread popularity of different American and British TV shows serve as excellent introductions to Australian and various regional British English dialects. The activity comprises two main phases, slightly more intricate, with an ensuing assessment segment.

Google Classroom

Google classroom is a popular web tool that offers a lot of facilities and applications. It has a huge impact on teaching and learning since 2014. The built-in functions of it offer pedagogical, social and technological affordances. It's unique ways to apply this technology allow the teacher to create and organize tasks quickly and provide feedback fast and efficiently, and to communicate with either 1 student or a whole class.

Benefits of Google Classroom

"Janzen (2014), highlights the advantages of utilizing Google Classroom

Easy to use: Google Classroom is intentionally designed to streamline the instructional interface and features for assignment delivery and tracking. Additionally, communication with the entire class or individual students is simplified through announcements, email, and push notifications. (Janzen, 2014)

Saves time: By incorporating and automating the utilization of additional Google applications such as Docs, Slides, and Spreadsheets, the management of tasks like distributing documents, grading, conducting formative assessments, and providing feedback becomes more straightforward and efficient. Chehayeb (2015), Google Classroom Software Engineer notes that they built classroom " to save time". He asserts that Google is introducing certain functionalities, such as exporting grades to Google Sheets, simplifying the updating of grade point scales, enabling keyboard navigation for grade input, and facilitating sorting name on grading pages, with the aim of saving teachers' time.

Cloud-based: Google Classroom offers a more polished and genuine technological platform for use in educational settings, mirroring the professionalism associated with Google apps "a

significant portion of cloud-based enterprise communication tools used throughout the professional workforce." (Mary, 2014)

Flexible: This application is readily available and user-friendly for both educators and students, whether they are in traditional classroom settings or fully online environments. This accessibility allows educators to actively engage and impact their teaching methods "flipped instructional methods more easily as well as automate and organize the distribution and collection of assignments and communications in multiple instructional milieus." (Mary, 2014)

Free: Google Classroom is absolutely free. Besides, access to all the other applications, like Drive, Docs, Spreadsheets, Slides, and more, is available too for anyone who signs up for a Google account.

Mobile-friendly: Google Classroom is designed to be responsive. It is easy to use on any mobile device. "Mobile access to learning materials that are attractive and easy to interact with is critical in today's web-connected learning environments."(Janzen, 2014).

Google meet/Zoom

Google Meet and Zoom are easy to use platforms where we can attend classes or meetings like in real life. The host of the meeting sends out a link with which attendants can join the already existing room. It is not a requirement to download these applications if we want to attend a meeting because all of their functions available through an internet browser too.

During The Covid-19 it has become normal that most schools has a fully formed, well-prepared system of online education tools that are available when necessary or if something happens. On the internet we can find many of the tools that offer meeting and learning opportunities but Google Meet and Zoom is one of the best ways for absolutely fulfill the requirements that is yet basic aspects of online teaching. The technology built in these two help students and teachers to achieve goals what we thought is impossible in language teaching. There are multiple built-in functions like making contact with students in no time, conferences can be created (You can vary these conferences in multiple ways like how many people can participate, who can join, limit that who can access the chat panel).

Advantages and Disadvantages

First of all, it is necessary to point out the fact that without these technologies in many situations education would not be available for everybody. Nonetheless there are ups and downs in the usage of the meeting platforms too.

The first factor which can be a possible problem is the internet connection. People with worse internet connection or limited internet access (due to financial situation or any other circumstance) have poorer experience using the programs.

Compared to real classes it is harder for the learners to concentrate for a long time because watching the monitor can be pressuring for the eyes and too much sitting is stressful for the joints.

Video meetings require more concentration than real-life classes. It is also because that these meetings are lack of body language and our brain can process the information harder this way.

One of the advantages is the users can apply different virtual backgrounds and lightnings which can help to create a comfortable environment.

Another advantage is the location, as we can attend classes from not only our room or our chair but if we have a mobile phone or laptop we are able to join classes from literally every location where is internet connection is provided.

PART II
MULTIMEDIA TECHNOLOGY INTEGRATION IN ENGLISH LANGUAGE TEACHING IN TRANSCARPATHIA

The aim of this study was to investigate the effectiveness, challenges, and practical applications of multimedia technologies in the English language classroom in Transcarpathia. The study sought to:

1. Analyze the perceptions and experiences of both EFL student teachers and teachers regarding the use of multimedia tools in language education.

2. Assess the impact of multimedia technologies on student engagement, motivation, and language acquisition.

3. Identify the benefits and limitations of integrating multimedia resources in teaching practices.

2.1. Methodology

Research Design

This study employed a quantitative research design to provide an understanding of the use of multimedia technologies in English language teaching. The quantitative component involved the collection and analysis of survey data from students and teachers.

Participants

The respondents of the questionnaire were students who had already completed their pedagogical practice and teachers who have experience in teaching. They were requested to indicate their school where they are teaching or completed their teaching practicum. A majority of participants expressed that they undertake their teaching practicum in villages in the district of Beregszász or in Beregszász itself. These schools are mostly the secondary schools they had attended previously. Familiarity with the school, its students, and faculty emerged as a significant factor for the students.

Among the 20 participants, merely 15 students had prior experience conducting private English lessons. Those respondents who had previously served as private tutors indicated that learners primarily pursue English studies to enhance their performance in school, ease their future endeavours, or prepare for school leaving examinations.

Instrument

Structured questionnaires were administered to both students and teachers. The questionnaire for students focused on their experiences and perceptions of using multimedia technologies during their pedagogical practice. The teachers' questionnaire explored their attitudes towards multimedia use, the frequency of technology integration in their lessons, and the perceived effectiveness of these tools. The questionnaire utilized in this study was developed by Varadi (2021).

Data Analysis

The survey responses were analyzed using descriptive statistics to summarize the data. Frequency distributions, means, and standard deviations were calculated to understand the general trends in the use of multimedia technologies. Comparative analyses were also conducted to examine differences in perceptions and usage patterns between students and teachers.

2.2. Results and Discussion

Students were required to identify technologies suitable for English teaching. The answers will be discussed in thematic groups:
- Language learning applications: Duolingo, Lingoda, Babbel, Rosetta Stone, Busuu, Hello Talk, Grammarly, Kahoot, Quizlet, Xeropan, Memrise, Mondly, Wordwall, Lingodeer, Lingoq, Drops, Falou, Vocab builder
- Online materials: British Council, 5perc Angol, ESL library, Quizzlet, Coursera, Linguahouse, Deep English, FluentU, ESL collective, TPT, Wordwall, BBC learning English, Youtube, Languageguide, Live Lingua, Twinkl, Academia.edu, Google scholar,

- Activities: learning counting-out rhymes, pronunciation practice, doing Quizes, listening excercises (usage of songs, youtube videos), reading activities (online reports), doing Tests, matching excercises to build vocabulary, Guessing game, Puzzles
- Digital devices: Laptop, notebook, smartphone, tablet, whiteboard, projector, speakers, computer

In the next question technology-focused language teaching and traditional teaching approaches were juxtaposed, assessing their effectiveness. Participants were prompted to select the method they deemed more efficient for teaching various language skills.

Figure 2.1. The efficiency of teaching language skills
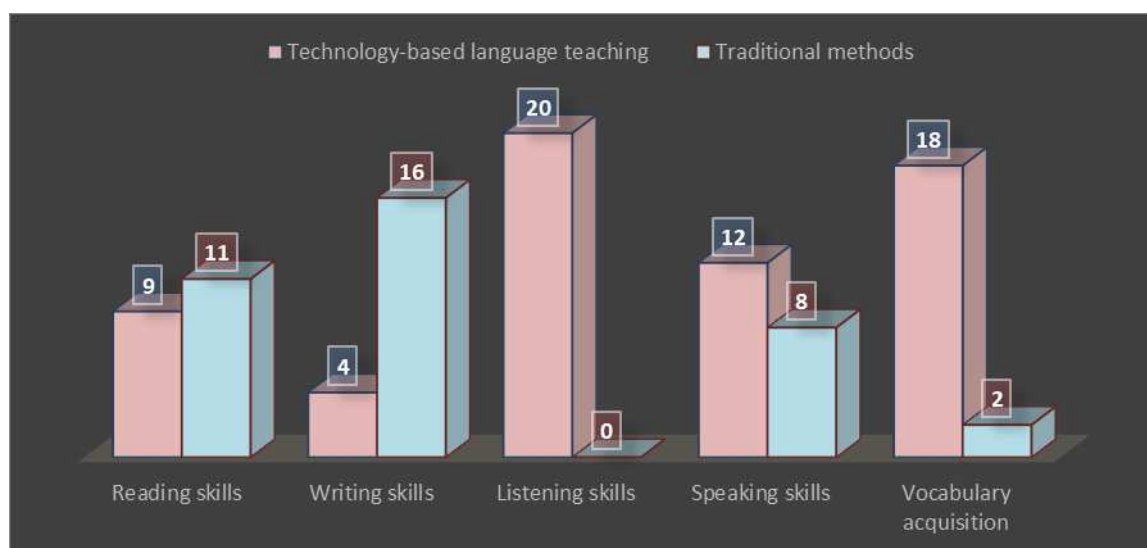
Based on the research data, listening skills (20 respondents) and vocabulary acquisition (18 respondents) are taught much more efficiently with the help of technology-centred language teaching. Yet, as per student respondents, traditional teaching methods are deemed more effective for fostering reading and writing abilities. However, both technology-centered language teaching and traditional teaching are considered proficient in enhancing speaking skills (12-8 respondents).

In the next question respondents were asked what devices they would rather use in their lessons. Generally, laptops and projectors are likely tobe used by nearly all prospective teachers, while CD players and PCs would rarely be used.

Figure 2.2. Devices students contemplate using in their lessons

Participants were tasked with identifying the primary challenges faced by educational institutions in Transcarpathia that hinder teachers' effectiveness. The most significant issues appear to include:

- overcrowded curriculum (12 respondents);
- limited financial resources (17 respondents);
- limited availability of digital devices (13 respondents);
- insufficient number of lessons (11 respondents)
- lack of skills in using the newest technologies (9 respondents);
- poor command of the Ukrainian language (2 respondents).

Figure 2.3. Primary challenges faced by educational institutions

Challanges

| Category	respondents
POOR COMMAND OF THE UKRAINIAN LANGUAGE	2
INSUFFICIENT NUMBER OF LESSONS	11
LACK OF SKILLS IN USING THE NEWEST TECHNOLOGIES	9
LIMITED AVAILABILITY OF DIGITAL DEVICES	13
LIMITED FINANCIAL RESOURCES	17
OVERCROWDED CURRICULUM	12
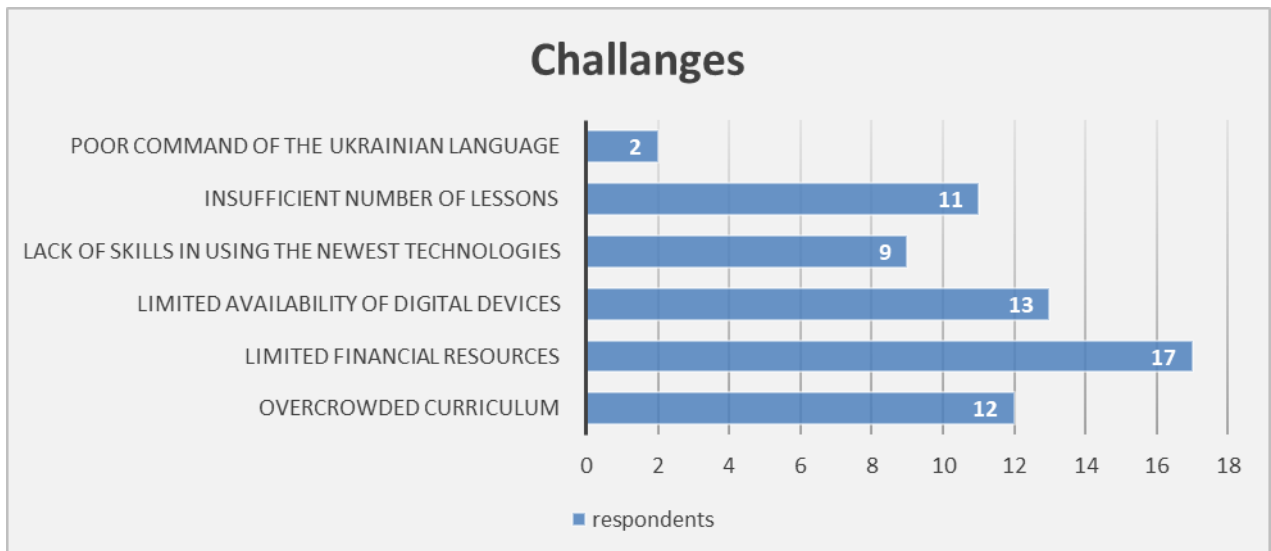
The subsequent inquiry centered on the future teaching intentions of educators. They were required to specify how frequently they incorporate technology into their English lessons as teachers. It appears that 7 respondents (35%) intent to utilize some form of technology in every lesson, 12 respondents answered that they are using multimedia technologies few times a week but not in every lesson (60%), while 1 teacher plan to integrate it either a few times (5%). None of the participants chose the option indicating they would employ technology once a month during English lessons.

Figure 2.4. Frequency of Using Technologies in English Lessons
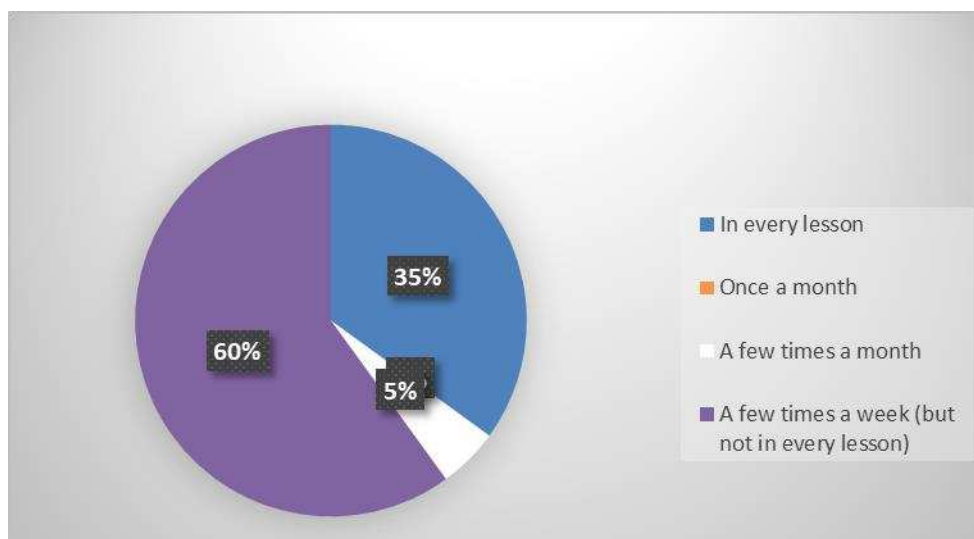
Respondents also had to say whether or not they consider technology-enhanced language teaching more efficient than the traditional teaching and for what reasons. Only three students indicated that it is not more effective, the others responded positively. The reasons recorded in the questionnaire were the following:

- technology-based teaching makes more resources avaible for the teacher and more variety of learning possibilities for students
- technology motivates learners, keeps their attention focused on the current topic and on the teacher;
- with the technology-based language learning teachers can obtain a more interactive lesson which is more engaging and enjoyable for learners;
- language learning applications offer adaptive learning paths that cater to the individual needs and pace of each learner, which can address specific weaknesses and build on strenghths more effectively than a traditional approach in classrooms;
- modern technologies make it easier to access any information needed to learn a language;
- a mixed approach would be the best between technology-based and traditional teaching
- students are more interested in the topic if they can use different devices to process the information
- nowadays learners are experienced in the usage of modern technologies and it is comfortable for them to use it in the lesson

Students were also asked to highlight the benefits of incorporating technology into English lessons. They noted that technology serves as a motivational tool for learners, providing comfort and interest as they regularly engage with devices at home. Learners can leverage technology to translate texts, watch films, or access presentations, aiding in the comprehension of information through examples and visual aids. This approach also reduces the need for teachers to dictate everything, thus saving time as learners can access materials online. Moreover, students pointed out that technology expands opportunities for enhancing language skills, such as using series to expand vocabulary. Authentic listening and audio-visual materials contribute to improving pronunciation and vocabulary. These resources facilitate easier and quicker memorization, perception, and understanding of information compared to traditional methods. Sharing information online through various means, including instant messaging, email, and searching for texts and relevant content on the Internet, is convenient. Additionally, exposure to the pronunciation of native English speakers

beyond the teacher's speech is beneficial for learners. Overall, technology serves as a motivating and stimulating tool for 21stcentury learners, promoting interactivity and collaboration within the learning process

In addition to outlining the advantages, students were also required to identify the drawbacks of integrating technology into English teaching. The primary disadvantage is the necessity for the teacher to have a contingency plan in case of technological malfunctions, as various issues may arise. Moreover, acquiring these devices requires financial investment, and there is a risk of learners losing focus or failing to adequately prepare homework. During technology-based lessons, teachers must closely monitor classroom interactions, as students may use smartphones, tablets, or laptops for entertainment or social networking rather than engaging with assigned tasks. Therefore, vigilant supervision of both classroom activities and technology usage is essential. Additionally, managing the devices can consume valuable lesson time, which is already limited for teachers. While the Internet offers a wealth of information, it can also lead to dimished attention spans, and teachers may sometimes employ technology when it is unnecessary to do so. It is crucial not to overly rely on technology. Another drawback is the potential for prolonged screen exposure to adversely affect learner's eyesight. Furthermore, some teachers may encounter difficulties in using digital technologies seamlessly, which can be distracting for students.

In the next question, prospective teachers had to assess their IT skills regarding the use of the Internet and digital devices in the lessons on a scale form 1 (very bad) to 10 (very good). Most respondents indicated that his/her technological skills are rather good, as the most common numbers were 8 (marked by 9 students) and 9 (marked by 4 students).

It was also an interesting task for respondents to define how they understand technology-centred language teaching. The definitions listed by the respondents of the questionnaire were the following:

- Technology assisted teaching
- Using audiovisual devices to assist teaching
- Technology-centred language teaching aims to create a more dynamic, engaging, and effective language learning environment by harnessing the power of modern technology
- Using technology to achieve teaching goals.
- Supporting the learning process with technology
- Teaching with the usage of digital tools like computers, tablets, projectors etc.
- Easier and more effective way of learning language

- A teaching method where the process of language teaching applies technologies that may help to encourage students and offer additional materials to make the process more interesting and effective
- Using modern technologies to improve the experience of teaching and learning
- When teachers incorporate all kinds of technologies during the lesson

The subsequent inquiry focused on potential challenges that may arise during technology-driven lessons. Students identified various issues, such as the possibility of technological malfunctionsor teachers' insufficient familiarity with device usage. Teachers must anticipate power outages and battery-related complications as well. Connectivity problems, particularly concerning internet speed when attempting to display online videos, were also highlighted. Organizational issues may arise from difficulty maintaining student attention and focus on material, potentially resulting in the loss of valuable class time. Implementing technology in the classroom necessitates thorough preparation, which can be time-intensive. Consequently, learners may become disengaged from the teacher, associating technology with leisure activities, potentially leading to disciplinary issues in class.

This research also explored the efficacy of Web 2.0 tools in English teaching, with respondents asked to evaluate their effectiveness. Video-sharing websites were deemed to most efficient, with 20 students marking them as such, followed by online dictionaries, endorsed by 13 students. Translation tools were selected by 11 respondents and wikis by 4. Conversely, blogs and social networking sites were considered the least effective Web 2.0 tools for teaching English, according to the respondents.

Figure 2.5. The efficiency of Web 2.0 tools in language teaching
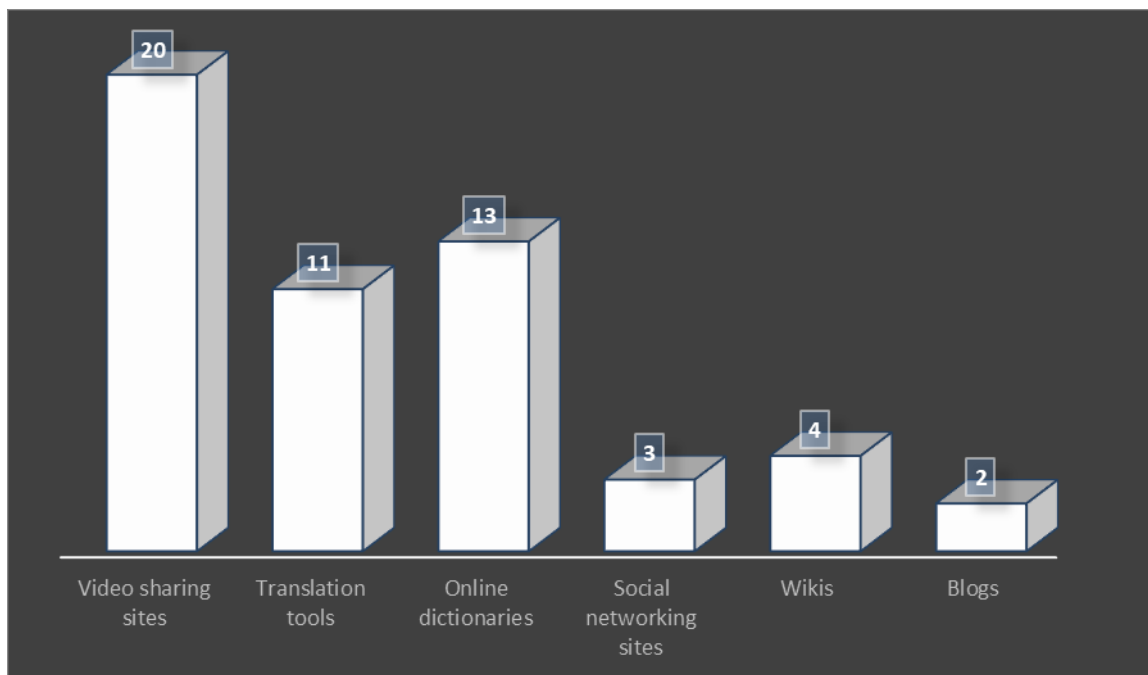
In the last question, the participants had to indicate how much they agree or disagree with given statements on a scale from 1 (completely disagree) to 5 (completely agree). The statements garnering the highest level of concurrence were that educators frequently utilize technology in higher education and that schools in Transcarpathia are not as well-equipped as secondary schools in Hungary. Additionally, there was widespread agreement that technology-focused language teaching is advantageous for reducing teacher workload and is commonly employed in private lessons. Moreover, students generally concurred that securing employment in a Transcarpathian secondary school after graduation would not pose a significant challenge.

However, only one statement elicited more disagreement than agreement: the notion that behavioral issues are more prevalent in technology-centered lessons.

Summary to Part II

The present study investigated the integration and effectiveness of multimedia technologies in English language teaching within Transcarpathian secondary schools. Participants identified a range of language learning applications, online materials, and digital devices as beneficial for teaching English. These included tools such as Duolingo, Lingoda, Babbel, YouTube, and Google Classroom. The study found that technology-centered teaching

was particularly effective for enhancing listening skills and vocabulary acquisition. Traditional methods, on the other hand, were preferred for developing reading and writing skills. Both approaches were deemed effective for improving speaking skills.

Several challenges to the effective integration of multimedia technologies were identified. These included overcrowded curricula, limited financial resources, and insufficient availability of digital devices. Additionally, there were issues related to teachers' lack of skills in using the latest technologies and the limited number of lessons available.

A significant majority of respondents believed that technology-based teaching is more engaging and motivating for students. Technology was seen as enhancing the variety and interactivity of lessons, making learning more enjoyable and efficient. However, while some teachers used multimedia technologies in every lesson, most employed them a few times a week. None reported using technology only once a month.

The study also highlighted several benefits and drawbacks of incorporating technology into English lessons. Benefits included increased student motivation, access to a broader range of resources, and the ability to cater to different learning styles. Drawbacks involved the need for contingency plans for technological malfunctions, the potential for students to misuse devices for entertainment, and the risk of reduced focus on traditional skills such as handwriting.

Conclusions

This thesis explored the application and effectiveness of multimedia technologies in English language teaching, with a focus on their impact on student engagement, motivation, and learning outcomes. Through a comprehensive analysis that included historical perspectives, theoretical frameworks, and empirical research, several key conclusions were drawn.

The integration of multimedia technologies in language education has evolved significantly over the past decades. From the early use of tape recorders and DVDs to the current proliferation of computer-assisted language learning (CALL) and internet-based resources, technology has continually reshaped language teaching methodologies. Theoretical approaches, including behaviorist, communicative, and integrative CALL, have demonstrated the progressive adaptation of technology to enhance language learning.

The empirical study presented in Part II highlighted that multimedia technologies are particularly effective in developing listening skills and vocabulary acquisition. The dynamic and interactive nature of multimedia tools engages students more deeply, promoting active learning and better retention of information. Despite the benefits, the study identified several challenges in integrating multimedia technologies into the classroom. These include limited financial resources, insufficient availability of digital devices, and a lack of teacher training in using advanced technologies. Additionally, overcrowded curricula and limited lesson time further hinder effective technology integration.

Both teachers and students perceive technology-based teaching as more engaging and motivating compared to traditional methods. Technology enhances the variety and interactivity of lessons, making learning more enjoyable and efficient. However, there is a consensus that a balanced approach, combining both multimedia and traditional methods, is optimal for comprehensive language education.

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РЕЗЮМЕ

Мультимедійні технології значно змінили уроки англійської мови, створюючи динамічне, захоплююче та персоналізоване навчальне середовище. Візуальні та аудіоелементи, такі як відео та музика, роблять уроки цікавішими та допомагають учням краще засвоювати нову інформацію.

Аудіоресурси, такі як подкасти та пісні, покращують навички слухання та вимови, а інтерактивні інструменти, такі як інтерактивні дошки та онлайн-форуми, сприяють співпраці та комунікації між учнями. Інтернет надає доступ до автентичних матеріалів, що допомагають розвивати мовну компетенцію та культурну обізнаність.

Освітні додатки та програмне забезпечення адаптуються до рівня знань та темпів навчання кожного учня, забезпечуючи індивідуальну підтримку. Візуальні навчальні засоби, такі як інфографіка та відео, допомагають пояснювати складні граматичні правила та мовні структури.

Цифрові інструменти для створення історій та інтерактивні електронні книги роблять читання та письмо більш захоплюючими та забезпечують миттєвий зворотний зв'язок. Модель перевернутого класу дозволяє учням переглядати відеолекції вдома, а в класі займатися практичною діяльністю.

Цифрові платформи полегшують оцінювання та зворотний зв'язок, а відеоконференції та додатки для мовного обміну з'єднують учнів з однолітками з усього світу, сприяючи культурному обміну.

Отже, мультимедійні технології значно покращують вивчення англійської мови, роблячи його більш захоплюючим, інтерактивним та ефективним, готуючи учнів до спілкування у цифровому світі.

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