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Analyzing Multimedia Tools and Language Teaching

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Abstract--This study analyzes the use of multimedia tools to teach English in non-English speaking nations and highlights the issues that teachers and English students confront. A better instrument for the exploration of a novel teaching approach has been the increasingly growing scientific tools and techniques such as multimedia technology. Multimedia technology, in particular, in non-native language contexts, plays an essential role in English language education. It also intends to raise awareness of the strategies to effectively deploy non-mutual English speakers as language teachers. The study presents a detailed analysis of the role of multimedia tools and technology. Advantages and disadvantages of multimedia tools and technology are described at length, recommendations are made and conclusion is drawn. It is believed that the use of multimedia technology can ensure effective language teaching and enhance learners' linguistic abilities.

Keywords--communicative abilities, interactive models of learning, language teaching, multimedia tools, non-native users of English.

Introduction

English enjoys different status for different individuals depending on how it is utilized in an individual learner's social, cultural and economic contexts, anywhere and everywhere in non-English-speaking nations. It has secured a safe position due to its significant role in communication amongst the individuals around the world. The function and significance of English in any nation worldwide are currently higher than it has ever been as it also enjoys the status of medium of instruction in this scientifically growing era. As the number of English learners is increasing, the efficiency of English language instruction has also been taken into account using technology. There has been a long-standing application of technology in films, radios, TV, and tape recording. Technology has become a key component of society that enables kids to grasp the knowledge and that is not simply limited to the things they are taught in their classrooms" (Alotaibi & Kumar, 2019; Rana, 2013). Naturally, the technology has succeeded in replacing conventional language education.

The new period presents new problems and tasks for modern language teachers. With the astonishing growth of new technologies like multimedia, the tradition of English education has been dramatically modified. Technologies give as much choice as their capacity to attract language students makes education entertaining and productive. Technology is the focus of globalization and affects education work and culture. Technology is therefore among the major forces of change at societal and linguistic levels (Ajmal & Kumar, 2020; Kumar, 2020; Graddol, 1997).

As the number of English language learners is increasing, language instructor uses a range of instructional strategies to help their experiments work. To establish English settings, the teaching technique involves the use of technology in language education. "Technology is not something to isolate learners from, but something to embrace" argues Rana (2013). It, therefore, encourages learners to engage and study following their interests. It was successfully tested and was generally recognized worldwide as an aid for English learning. It was used in particular to enhance current teaching practices in language classrooms.

Discussion

Teaching of languages and the multimedia tools

With English becoming increasingly popular every day, the English teachers feel they have to adapt their way of teaching the language. Instructors have taken advantage of "the leading edge of the growth in technology and science" Young & Bush (2004), mention, however, most teachers still teach traditionally. However, none of these conventional ways claims that the learners are detrimental. They prove to be beneficial still today in concept. Students are given several opportunities to trust the English that they learn for more than simply entertainment. They need to move in the realm of multimedia technologies to keep pace with the teaching of English and develop greater confidence. Multimedia technology is here concerned with computer-based interactive software programs which enable individuals to communicate ideas and information both using

hardware and software – a mixture of texts, images, animations, videos, and sounds.

"Many recent innovations in social media and information technologies are driving instruction in foreign languages into new directions" argued [Samuels \(2013\)](#), as the present era is that of globalization and information technology. Learning the English language is crucial as it is an essential communication medium around the globe. As a consequence, English has become one of the most significant disciplines of schooling. There is also an essential element of English education nowadays in terms of age, country and knowledge background, the variety of contexts.

The fast expansion of science and technology has produced a good reason why reforms in and exploration of methods for English language instruction through the use of multimedia tools for language education should be implemented. English language courses through these tools involve the elements as audio, visual, and animation. For the sake of improvement in student activities and efforts in teaching, multimedia technology plays a constructive role. [Rana \(2013\)](#), thinks, "Technology has now been implemented by educational institutions all over the World, and every country likewise acknowledges that there is no means of stopping technological development; rather than working on ways to remove technology from education, we need ways of combining it". Technological developments should thus go side by side with the expansion of English. Indeed, Internet expansion has made it easier for the English language to develop. Computers no longer remain, in this sense, a few persons' exclusive domains, but are instead open to many.

As the teaching methods of English are evolving faster, the use of technology in English language education has grown considerably. The most significant aspect of the teaching process is technology now. This trend stressed that technology plays a vital part in pedagogy when technology has dominated the teachers. As a consequence, teachers can't maintain pace with the changing trend, regardless of disciplines, if we overlook technological changes. [Rana \(2013\)](#), again adds, "Teachers have to stop teaching and experimenting in the same old methods and recognize that the world is changing and we need education to improve it". It is therefore vital for language instructors to know the newest technology and to know what is accessible in various scenarios and what is right.

The instructors can present colorful, interesting language sessions using multimedia. Several tactics may be used in different forms in the case of English education that threatens to "destroy the classroom" ([Motteram, 2013](#)). Some of them are helpful to test and correspondence learning, others for business English, and yet another, simply for speaking, reading, listening, and translating. The pedagogy must appreciate these innovative tools and techniques without restricting the functions of conventional techniques and ignoring the role of the teacher. The language teachers and learners must remain aware of the applications of the latest technologies for numerous reasons.

Benefits of using multimedia tools

Multimedia tools are easily accessible and seem acceptable to language instructors, as video, film, and computerized learning methodologies, to include it in their lesson and assessment plans makes their teaching effective. Students remain surrounded by technology and this technology can offer exciting and novel methods to language learning because "the usage of technology is advancing their school in the proper way" (Healey et al., 2008). In this way, the instructors can use technology to teach English in nations that are not native speakers. Some of the major benefits of using multimedia technology are as follows:

- **Motivation to learners:** The old techniques of teaching in English language courses are unpopular and not very successful. Multimedia technology now pushes students to learn English faster and more efficiently through audio, visual, and animation elements. Rana (2013), says in this regard, "We must also consider that we are very visual people, as human beings, that what we see tends to influence our judgment more and technology helps us bring this visual component to education. Who would prefer a lecture class to a lecture?". It makes information about the target language culture easier to obtain. The multimedia tools produce a real-like speaking atmosphere for the learners and promote students' curiosity in language acquisition with such qualities as enough information, beyond the limits of time and space (Kumar, 2021).
- **Enhancing communicative abilities:** The objective of learning English through traditional instruction is difficult to accomplish since it inhibits the ability of pupils to comprehend the structure, meaning, and function of their language. This way, the learners receive passive knowledge in this teaching style. However, multimedia technology has now provided significant support for integrating education and learning and gives students more incentives to achieve "the future competitiveness of students at work" (Healey et al., 2008). The instructions of the teachers lead to the students' thinking and motivation. According to Sad (2008), multimedia technologies "break the monotony of classroom education and make it fun and inspiring". The usage of the PowerPoint template for example enables pupils to understand the language and think. Its audio and visual elements let you translate English into capacity building. This generates a healthy platform for group discussions, topics, and debates, which can provide greater communication chances among them. Multimedia tools, therefore, promotes communicative abilities of the learners.
- **Familiarity with English culture:** The usage of multimedia tools is also linked to the target culture. It encourages students to get more information related to cultural backgrounds and resources for real-life languages that can encourage students to study. Not only do learners enhance their listening capacity, but they acquire the target language culture as well. The learners might be supplied with knowledge of the target language culture employing the usage of multimedia technologies. This offers students an opportunity to share knowledge and engage actively in the learning activities and ensures faster and more efficient learning.
- **Increase in teachers' efficiency:** Multimedia tools add to the teaching materials and takes time to best practice. It undermines the standard

teaching technique focusing on instructors and fundamentally enhances teaching effectiveness and is 'essential to practice for language learning' (Motteram, 2013). It is not feasible for students to practice speaking in crowded classrooms and voluminous courses, but the use of multimedia tools can materialize one-on-one participation. The traditional teaching strategies solely concentrate on teacher training and supply learners with minimal knowledge. The multimedia tools extend beyond time and location, creating more real-like language teaching environments. It generates initiatives for learners, reduces class time and provides students with additional knowledge.

- Enhanced teacher-student engagement: Motteram (2013), in one of his studies on the efficiency of technology usage, says: "This is still a good starting place for most instructors to work in physical classrooms and to look at ways in which digital technology may increase these spaces". Multimedia technology focuses on active student involvement and emphasizes the value of teacher-student engagement. Uses of multimedia tools in a language class consist of improved listening and speaking skills for students and developing their communication skills. The function of the instructor as an enabler is especially significant in this process. The use of multimedia technology may create a situation in which students and instructors may share information stressing "students' commitment to real, meaningful connection" (Warschauer, 2000). The typical teaching paradigm in the classroom increases this opportunity. In this way, teachers are no longer obliged to passively obtain information from learners in the classes.
- Conducive teaching-learning environment: The employment of multimedia tools in schools provides an atmosphere conducive to language education. Healey et al. (2008), stressed the necessity of its application, saying, "Even the most modern technology is not going to be added to bad teaching; the right use of the technology will be used to assist learners to reach their objectives". This strategy gives a vibrant and entertaining language class that motivates the students to attend the lessons. Multimedia technology has distinctive characteristics, such as visibility and vibrancy, which provide the participants distinct impact. While teaching English, sounds and images can be used to increase both instructors' and students' active engagement. The lecturers may display photos and graphics of native speakers to effectively enhance data exchange. They also visualize diverse situations throughout the class preparation. Likewise, learners in the lesson may get plenty of linguistic material via multimedia technologies. Multimedia tools to promote the interest of students in learning, hence enhancing the interest of education instructors, are successful in enabling them to learn (Kennedy & Soifer, 2013; Warschauer et al., 2009).
- Learning beyond time and space: Multimedia tools make teaching flexible, focused on "the use of technology in and out of classrooms by English instructors, educators, and administrators" (Healey et al., 2008). These tools, therefore, offer chances for English learning not just in the classroom but also out of the classroom. It establishes an atmosphere for multimedia English instruction. The teachers teach, but the process is student-centered, one of the cornerstones of successful language instruction. Sometimes the difficulties of the students are dealt with in classroom education, while other times they are to be dealt with outside the setting of

the classroom, "typically via asynchronous instruments, such as email or conference systems" (Warschauer, 2000). In such cases, students might use multimedia technology, contact the lecturers over the Internet and address their concerns.

Pitfalls in the uses of multimedia tools

Multimedia technology in English instruction has numerous downsides, yet it has enabled language instructors to increase their teaching efficiency. In non-English speaking nations, the following are noted as the drawbacks of multimedia tools as per the present study:

- Dependence on supplementary tools: Multimedia is an additional teaching tool. If instructors are entirely dependent on their teaching on multimedia devices, they might become slaves to these tools and cannot fulfill the important role as students' facilitators. Many instructors use multimedia technology in practice but are not sufficiently competent to handle it correctly.
- Less interaction between teachers and students: Communication activities in the language courses are a must (Er, 2013; Hismanoglu & Hismanoglu, 2011). Teachers should train the learners on how to pronounce words, understand the phrases, enhance thinking and convey what they have learned. While multimedia technology is applied in language courses, there are no interactions between students as well as between professors and students, as the auditory, visual and textual impacts on students improve their interest. It substitutes the teachers' instructions with computer sound and visual image analysis. This leaves learners with very little time to interact.
- Reduced real-time teaching: Language instruction demands extensive discussion between teachers and students in questions and responses. The teachers pose questions in real-time and help their students in thinking and developing their ability to answer them (Abdulrahaman et al., 2020; Tamburini, 1999). However, teachers produce the pre-arranged language teaching software with the use of multimedia technology which is not effective in the classrooms and students cannot provide their teachers with feedback. It ignores the spontaneity of student thinking, enhancing their potential to learn, and addressing issues.
- Absence of logical thinking: In a class equipped with multimedia tools, students are enabled to quickly absorb the subject, but their abstract thoughts are limited and their logical thinking disappears. The process of learning proceeds through the stage of perception and then rational development, which "develops critical thinking and autonomous learning while optimizing positive interactions" (Healey et al., 2008). Teachers should thus recognize that knowledge is very crucial in the process of learning between perceptual perception and cognitive perception. Today's learners have been concerned with the declining method of learning information. Because sound and picture are substituted for textual terms and keyboard input is changed to handwriting. Again, multimedia tools should be utilized as an aid to language education and should not replace instructor dominance.

- **Expensive classes:** The use of multimedia technologies in English is a costly and unfulfilled method to conduct language lessons (Panthee, 2012). Though it helps to make education more efficient, it leads to increased expenditures. The costs normally include hardware, software, personnel, and training for at least one networked computer lab where instructors and students may come to use this laboratory. With minimal funds available in poorly financed language schools, it cannot be turned into reality for each language classroom.

Remedial steps to be taken

Multimedia tools for language education have been in use for many years. Despite recent innovations in language education, it is still a cause of worry and uneasiness for many instructors across the globe. Healey et al. (2008), say in this respect: 'Being able to work with computers, other forms of digital technology, and global interplay enabled the internet for language learning, the pace and extent of technological changes have made it difficult for many teachers, educators and administrators to use computers best'. In many nations, their equipment has been modernized, technology has been used and the good impacts of technology integration into language education have been demonstrated. Nevertheless, many instructors are not interested in technology teaching language. The following recommendations were made to better the general circumstances and make language teachers aware of the function of multimedia tools in teaching:

- **Lead role of teachers:** Using multimedia tools for education can improve language instruction while allowing "teachers to reconsider their work" (Motteram, 2013). But even if they employ multimedia technology, instructors should play the main role. Computers and other devices should not replace their role. In addition, teachers' interpretation should not be disregarded during language training. English should in theory be often utilized in language lessons to develop the communication skills of the learners. Despite its tremendous educational impact, multimedia technology should be a teacher assistance tool.
- **Change in teachers' perception about teaching aids:** It is inappropriate, as some teachers do, to treat the computer as a chalkboard or whiteboard. Teachers have exercises, questions, responses, and teaching plans available on your computers and in the classrooms, they show them to learners. They have no blackboard or whiteboard to write something. Teachers should develop a teaching atmosphere and inspire pupils to speak in English. In his speech, Koksal (2004), points out that "we neither should destroy the chalkboard nor the mocking bird, since we have to employ both old and new techniques of language education. As visual assistance, we need blackboards or whiteboards and the sound of the scoundrels". The chalkboard or whiteboard should thus be used extremely frequently to combine conventional and new teaching approaches. Furthermore, experienced teachers realize that they think of flawless instructing. So they should write queries raised by pupils using the chalkboard or whiteboard. This allows teachers to build an environment for effective teaching (Pica, 2000; Van der Paelt et al., 2014; Susanty et al., 2021).

- Encouraging students to speak more: Multimedia tools vividly display the contents of textual materials. New technologies arise and spread too soon. This technique helps pupils grasp the teaching and information of teachers. However, students can't think solely when the substance of texts is displayed in PowerPoint presentations. Teachers must encourage students to utilize their minds and talk more in English communication situations. They should not overdo the technology to take advantage of the updated function to teach English, but should instead participate actively in the classroom (Tavil, 2010; Witt & Young, 2000; Watts, 1997).
- Maximum use of innovative teaching aids and techniques: Sometimes teachers completely depend on multimedia instructional technologies. The fact, however, is that multimedia cannot be substituted with many other ways of teaching. It cannot replace other teaching approaches in the same manner as others. In English, the roles of other conventional kinds of teaching tools are equally vital, yet multimedia technology has its distinct teaching benefits. Language instructors must pick among the suitable instructional tools based on the needs of the teaching circumstances. But "In the absence of educators prepared to use digital tools in the school, EFL students will not be able to learn English as quickly and efficiently as possible with technology or as quickly and efficiently as their students worldwide" (England, 2007). So, teachers should mix multimedia technology with the conventional instruments in non-native English-speaking nations due to its essential role in language teaching.
- Restricted use of Multimedia Tools: The notion that many language instructors that greater usage of and dependence on multimedia tools can improve language teaching performance is wrong. A few of them believe multimedia technologies may create a better classroom atmosphere, encourage students to take part in the classroom, and provide students with access to language materials. Young & Bush (2004), state "Without a definite understanding of efficient use of technology, the language instructors sometimes disregard it totally or merely expose students to whatever software are available. In reality, it is erroneous to imagine it would be magic for English to use multimedia technology. While students have an interest in studying they are always idle since they just look at the screen. This type of technique sometimes overlooks other linguistic capabilities.

In practice, if learners are interfered with during the language session, the resources they receive are fewer. Although multimedia technology has numerous advantages in education, it should be utilized as an additional tool for instructors. Traditional teaching methods are crucial for efficient training in the classrooms of students in communication skills. Young & Bush (2004), recommend that instructors "without knowing their educational consequences, should resist the temptation to employ technology". Without overusing multimedia technology, students may take complete advantage of resources and enhance their language abilities as a whole. Language instructors must introduce to English teaching both traditional teaching tools and multimedia technology so that students may have an entire education in their ability to listen, speak, read and writes (Hubackova et al., 2011; Hartono et al., 2021).

Conclusion

The major aim of employing multimedia tools in language instruction is to encourage and motivate the learners to express their interest in learning the English language. It can be a useful strategy to include them in language acquisition in a non-native English-speaking situation. For this purpose, a good atmosphere for English language instruction should be created for language teachers, depending on the availability of resources and information. Instead of appreciating the learners' too much dependence on their mother tongue, they need to be inspired to use English for communication purposes using multimedia technologies in instruction. English should be less time-intensive and more student-centered. Language teachers should maintain the communication skills of the learners using multimedia.

Finally, the use of multimedia technology can enhance learners' thinking and linguistic abilities. The results of English language education are ensured and achieved effectively. Multimedia tools may better and more effectively be utilized in language classrooms despite the limitations of employing multimedia technology in education. Overall, non-native speakers can teach English better when using multimedia technology English as language instructors.

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