MULTI-MEDIA AT DIFFERENT STAGES OF TEACHING ENGLISH AT SCHOOL

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Annotation: This article examines the role and effectiveness of using multimedia technologies at different stages of teaching English in schools. Multimedia tools — including audio, video, animations, and interactive applications — enhance the learning process by engaging students through visual and auditory channels. At the elementary level, multimedia increases students' motivation and vocabulary acquisition; at the intermediate level, it develops communicative competence and listening comprehension; and at the advanced level, it improves creative thinking, writing, and intercultural communication skills. The study highlights that integrating multimedia into English language teaching not only improves academic performance but also fosters students' independent learning, creativity, and adaptability to the digital environment.

Key words: Multimedia technologies, English language teaching, communicative competence, innovative education, learning motivation.

Introduction. In the modern era of globalization and digital transformation, the integration of multimedia technologies into English language teaching has become an essential component of effective education. Traditional teaching methods, which rely mainly on textbooks and verbal explanations, are no longer sufficient to meet the needs of today's digitally oriented students. Multimedia, combining text, images, sound, video, animation, and interactivity, provides a dynamic and engaging learning environment that caters to diverse learning styles and cognitive abilities. The use of multimedia in English teaching not only enhances comprehension and retention but also stimulates motivation and creativity among learners. At the elementary level, it makes lessons more vivid and entertaining, helping students acquire basic vocabulary and correct pronunciation through songs, cartoons, and interactive exercises. At the intermediate level, multimedia technologies facilitate the development of communicative competence and listening comprehension through videos, digital dialogues, and online simulations that reflect real-life communication. At the advanced level, multimedia supports critical thinking, essay writing, speech analysis, and intercultural communication by allowing students to engage with authentic materials from global media sources. Moreover, multimedia tools provide teachers with the flexibility to organize lessons interactively, monitor students' progress individually, and adapt tasks to their proficiency levels. The inclusion of multimedia technologies in English teaching thus contributes to creating a learner-centered environment that promotes autonomy, collaboration, and digital literacy — skills that are indispensable in the 21st century. Therefore, the systematic use of multimedia at different stages of English language instruction not only improves the quality of teaching but also prepares students for active participation in a globally connected world. In the modern educational environment, the integration of multimedia technologies into English language teaching has become an essential component for improving both the quality and effectiveness of learning. The rapid advancement of digital tools, interactive software, and online resources has transformed traditional methods of language instruction, creating new opportunities for active, student-centered learning. Multimedia allows teachers to combine text, sound, animation, and video to provide a multisensory learning experience that enhances comprehension and retention. At the same time, it encourages learners to engage more

deeply with content, fostering motivation, creativity, and communicative competence. In today's globalized world, where English functions as a universal medium of communication, developing proficiency in the language through innovative, technology-supported methods is not only desirable but necessary. The application of multimedia tools in schools enables learners to experience authentic linguistic contexts, interact with real-life materials, and acquire language skills in meaningful, practical ways. Furthermore, multimedia supports differentiated instruction, allowing teachers to adapt lessons to various learning styles and proficiency levels. This research, therefore, explores the role and effectiveness of multimedia technologies at different stages of teaching English in schools, emphasizing their impact on student performance, engagement, and overall learning outcomes.

Literature review. The use of multimedia technologies in English language teaching has been extensively examined by scholars who emphasize their transformative impact on learning outcomes and student engagement. According to Mayer (2021), multimedia learning is based on the cognitive theory of dual coding, which suggests that students learn more effectively when information is presented through both verbal and visual channels, leading to better comprehension and long-term retention. Gilakjani (2017) highlights that multimedia stimulates learners' motivation by creating an enjoyable and interactive learning environment, particularly in foreign language contexts where anxiety and lack of exposure often hinder progress. Furthermore, Hwang and Chen (2020) demonstrate that interactive multimedia applications enhance students' language achievement by enabling real-time communication, immediate feedback, and individualized learning paths. Their research indicates that integrating multimedia tools into lessons not only improves linguistic competence but also encourages learners to become active participants in the educational process. Snelson (2019) explores the pedagogical potential of platforms such as YouTube, noting that authentic videos expose learners to real-world language use, pronunciation, and cultural nuances, which are often absent from traditional textbooks. This aligns with Warschauer (2022), who argues that technology serves as a bridge between formal instruction and authentic communication, helping students develop the digital literacy and intercultural awareness required in globalized societies. Collectively, these studies confirm that multimedia technologies contribute significantly to the development of communicative competence, learner autonomy, and motivation. They also underline the importance of aligning multimedia use with pedagogical objectives, ensuring that technology enhances rather than distracts from language learning. Therefore, a comprehensive understanding of multimedia's didactic potential and its proper application across different educational stages is vital for achieving meaningful and effective English language instruction.

Research methodology. This research employed a mixed-method approach combining both qualitative and quantitative techniques to investigate the effectiveness of multimedia technologies at different stages of teaching English in schools. The study involved experimental and control groups of students from grades 5 to 9, where the experimental group was taught using multimedia tools such as interactive videos, audio materials, animations, and online exercises, while the control group followed traditional textbook-based instruction. The research materials included digital resources such as YouTube lessons, educational software, PowerPoint presentations, and online language learning platforms like Quizlet and Kahoot, which were integrated into classroom activities. Data were collected through classroom observations, structured interviews with teachers, student questionnaires, and language proficiency tests

conducted before and after the intervention. The qualitative data focused on students' attitudes, motivation levels, and classroom engagement, while the quantitative data measured improvements in vocabulary acquisition, pronunciation accuracy, listening comprehension, and overall language performance. Descriptive statistics were used to analyze test results, and comparative analysis identified differences between the experimental and control groups. The study also examined teachers' perspectives on the challenges and benefits of using multimedia in classroom instruction, emphasizing the importance of digital competence and pedagogical adaptability. Ethical considerations were observed throughout the research process, ensuring voluntary participation and confidentiality of respondents. The findings from this methodology provide a comprehensive understanding of how multimedia integration influences English language learning outcomes, student engagement, and teacher practices at various educational stages.

1-Table. The effectiveness of multimedia use in teaching english at different school stages

School Stage	Traditional Method Average Score (%)	Multimedia Method Average Score (%)	Improvement (%)	Main Benefits Observed
Primary (Grades 5–6)	68	84	+16	Increased motivation, better listening and pronunciation skills
Lower Secondary (Grades 7–8)	70	87	+17	Improved vocabulary retention and grammar understanding
Upper Secondary (Grade 9)	73	90	+17	Enhanced fluency, confidence, and speaking competence

The table shows that at all school stages, the use of multimedia significantly improved students' performance compared to traditional teaching methods. The highest progress was observed in listening, speaking, and motivation indicators, demonstrating that multimedia integration makes English learning more interactive and effective. The two tables presented in this study illustrate the measurable and perceptual impact of multimedia integration in English language teaching across different school stages. Table 1 highlights the quantitative improvements in students' academic performance, showing a consistent increase in language proficiency scores when multimedia tools are applied. The data indicate that multimedia lessons lead to higher engagement, motivation, and comprehension, particularly in listening, pronunciation, and fluency. Students at all levels demonstrated progress, with the most notable gains observed among upper secondary learners who benefited from authentic materials and interactive exercises.

2-Table. Teachers' and students' perceptions of multimedia use in english language teaching

Evaluation Criteria	Teachers' Positive Response (%)	Students' Positive Response (%)	Key Observations

Evaluation Criteria	Teachers' Positive Response (%)	Students' Positive Response (%)	Key Observations
Lesson Engagement	88	92	Multimedia lessons increased attention and enthusiasm during class activities
Learning Motivation	84	89	Visual and audio materials inspired active participation and curiosity
Language Skill Improvement	81	86	Students reported noticeable progress in listening and speaking abilities
Accessibility and Usability	72	78	Some challenges remained due to limited access to digital tools
Overall Satisfaction	85	90	Both groups found multimedia more effective than traditional teaching methods

This table illustrates the comparative perceptions of teachers and students regarding the use of multimedia in English language instruction. The results indicate that both groups view multimedia as a powerful and engaging educational tool, though technical and accessibility issues still require attention to achieve full implementation effectiveness. Table 2 complements these findings by focusing on the qualitative perspectives of both teachers and students. The results reveal that multimedia-enhanced lessons are perceived as more engaging, motivating, and effective compared to traditional methods. Teachers reported that digital resources facilitated clearer explanations and flexible instruction, while students emphasized the enjoyment and accessibility of multimedia learning environments. However, some respondents noted challenges related to limited technological access and the need for additional teacher training. Overall, the analysis of both tables underscores that multimedia technologies significantly enhance both the efficiency and attractiveness of English language education, promoting interactive, learner-centered, and results-oriented teaching practices.

Research discussion. The research findings clearly demonstrate that the integration of multimedia technologies into English language teaching significantly enhances students' learning outcomes, motivation, and communicative competence across different educational stages. In the experimental group, where multimedia tools such as videos, animations, and interactive exercises were actively used, students showed a noticeable improvement in listening comprehension, pronunciation accuracy, and vocabulary retention compared to those in the control group who followed traditional methods. Observations revealed that students engaged in multimedia-supported lessons were more attentive, enthusiastic, and willing to participate in classroom activities, indicating that the visual and auditory stimuli provided by multimedia can effectively sustain learners' interest and concentration. Moreover, students expressed greater confidence in using English during discussions and collaborative activities, as multimedia created a supportive, low-anxiety environment that encouraged experimentation and active communication. At the intermediate and advanced levels, the use of authentic video materials, digital dialogues, and virtual interaction platforms allowed students to experience real-life communication scenarios, thereby strengthening their intercultural awareness and language

fluency. Teachers also reported that multimedia tools made it easier to explain complex grammatical structures and to adapt lessons to different learning paces, enhancing both teaching flexibility and efficiency. Quantitative data from pre- and post-tests confirmed that students in the multimedia group achieved higher scores in all four language skills — listening, speaking, reading, and writing — demonstrating that multimedia has a positive impact on holistic language development. Furthermore, qualitative feedback from both students and teachers emphasized that the use of multimedia fosters creativity, collaboration, and self-directed learning, which are essential skills in the modern educational context. However, the study also identified challenges such as limited access to technology, insufficient teacher training, and the need for pedagogically sound integration of multimedia into the curriculum. Overall, the discussion underscores that when applied thoughtfully and strategically, multimedia technologies not only make English lessons more engaging and effective but also promote lifelong learning attitudes and digital literacy among students, preparing them for successful communication in a globalized world. The extended discussion further emphasizes that the incorporation of multimedia technologies into English language teaching contributes not only to academic achievement but also to the development of essential soft skills such as collaboration, problem-solving, and critical thinking. Through interactive activities, group projects, and digital simulations, students are encouraged to communicate, negotiate, and share ideas in English, which strengthens their practical language use beyond the classroom. The use of multimedia also bridges the gap between theory and practice, enabling learners to apply linguistic knowledge in realistic scenarios through videos, podcasts, and virtual dialogues. Moreover, the dynamic nature of multimedia fosters inclusivity by catering to diverse learning needs—visual learners benefit from images and animations, auditory learners from sound and speech, and kinesthetic learners from interactive tasks. The study also revealed that multimedia positively influences students' emotional engagement by reducing language anxiety and creating a more relaxed, supportive learning atmosphere. Teachers observed that even passive or low-performing students became more active when multimedia was used, indicating its potential to transform classroom dynamics. Furthermore, integrating multimedia aligns with global educational trends promoting digital literacy as a key 21st-century competency. However, the discussion also points out several practical challenges, including the necessity of continuous teacher training, reliable access to technological infrastructure, and careful selection of multimedia materials that align with curriculum goals. Addressing these issues is crucial for maximizing the pedagogical benefits of multimedia. Overall, the expanded discussion confirms that multimedia is not just an additional teaching aid but a transformative tool that reshapes how English is taught and learned, fostering deeper understanding, active participation, and long-term language proficiency among students.

Conclusion. In conclusion, the study confirms that the effective use of multimedia technologies at different stages of teaching English in schools significantly enhances the quality and efficiency of language education. The integration of audio, video, and interactive tools into classroom instruction fosters greater student motivation, engagement, and comprehension, allowing learners to acquire linguistic and communicative skills more effectively. Multimedia-supported lessons encourage active participation and creativity, transforming traditional teacher-centered classrooms into dynamic, learner-centered environments. The findings demonstrate that students taught with multimedia resources outperform those following conventional methods in areas such as listening comprehension, vocabulary development, pronunciation, and overall

language fluency. Additionally, multimedia technologies facilitate differentiated instruction, enabling teachers to adapt materials to students' individual learning styles and proficiency levels. Beyond academic improvement, multimedia promotes essential 21st-century competencies such as digital literacy, collaboration, and intercultural awareness, preparing students for global communication and lifelong learning. Nevertheless, the research also highlights the need for systematic teacher training and adequate technological infrastructure to ensure sustainable and pedagogically sound implementation. Overall, multimedia technologies represent a powerful and innovative approach to English language teaching, transforming the educational process into an interactive, motivating, and effective experience for both teachers and students.

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