THE ROLE OF MULTIMEDIA TECHNOLOGY IN EFL CLASSROOMS
Khojikulov Sh.K.

Khojikulov Shukrullo Kodirovich - Teacher,
DEPARTMENT OF THE THEORY OF THE ENGLISH LANGUAGES ASPECTS, ENGLISH LANGUAGES FACULTY 3,
UZBEK STATE WORLD LANGUAGES UNIVERSITY, TASHKENT, REPUBLIC OF UZBEKISTAN

This article is devoted to the role of multimedia technology in EFL classrooms. Multimedia technology and language teaching have gone hand to hand for a long time and contributed as teaching tools in the language classrooms. However, multimedia technology is still a source of fears and insecurity for many teachers everywhere around the world despite the latest developments applicable to language teaching such as websites, blogs, online journals, teaching methodology and so on.

As the multimedia technology becomes more readily available to all of us, it seems appropriate that the language teachers should integrate it into their lesson and assessment planning in the same way they have been doing with video, film and computer assisted learning strategies. Technology has become inseparable part of today's world and this is also true with the field of foreign language instruction [2. P. 54]. The use of multimedia technology in teaching and learning of foreign language like English has always dominated the pedagogical debates and discussions and made the luminaries and pedagogues in the field to investigate the possible advantages and implications of this technology for effective and dynamic teaching and learning of foreign language like English. Such debates and studies have often ended on recommending the use of multimedia technology in foreign language instructions due to several advantages this use can offer both for the EFL teachers and learners.

The idea of incorporating multimedia technology in EFL instruction has always been the focal point of discussions and debates for a very long period of time. This integration of multimedia technology into the domain of foreign language education began during 1950s and since then, as the technology witnessed drastic changes, this use also has undergone tremendous modifications and became the part and parcel of modern day education system [2. P. 50]. The result of all these has been evident on all those related to EFL instruction including teachers. The advent of multimedia technology in EFL instruction has lead to significant changes in teachers' approaches, methodologies and strategies to teaching foreign language like English. With many practical benefits both for EFL teachers and learners, today, the use of computer technology in EFL teaching and learning has achieved great popularity. Many EFL luminaries and pedagogues have contemplated over the possible implications of this technology for achieving the aims and objectives of EFL teaching and learning and have recommended strongly this use for effective and dynamic teaching and learning of foreign language like English [1. P. 33]. Such arguments for the use of multimedia technology in EFL teaching and learning, advantages of the use of multimedia technology, both for the EFL teachers and learners, and their implications form the central topics of discussion of this paper.

The role and importance of the use of multimedia technology in EFL classrooms for teaching, learning, practicing and testing purposes has always been widely contemplated subject among the ELT researchers and pedagogues. Though this use of multimedia technology into foreign language teaching, learning and assessment started during 1950s, it was not so widespread practice then. It did not form very important place in teaching and learning process of EFL due to the technology and infrastructure related issues.

However, with the emergence of first generation of personal computers in the 1980s, the use of multimedia technology in education, in general, and in EFL classrooms in particular, was accelerated. As this use proved fruitful, producing positive results in teaching, learning and testing processes, it paved way to further research on possible exploitation of this technology for achieving maximum results. This resulted in people from varied fields [3.P.92] like, computer engineers and software designers, applied linguists, academicians, language teachers and assessment specialists to join the hands to use this technology for making teaching and learning of foreign language like English more innovative, dynamic, interactive, interesting, easy and learner-centered.

Today, computer technology enjoys a noticeable presence in second and foreign language teaching and learning processes. This is because of infinite benefits this use has for teaching, learning and assessing second and foreign language like English. The use of multimedia technology, in EFL classroom, can offer the delivery of a wide variety of multimedia content, with pedantic and authentic language models, accessed with individual control. The use of computer also offers other channels of communication between class members and distant learners as well as supplemental practice exercises and tutorial feedback. The use also shifts the learning environment from the traditional 'teacher- centered' towards the 'learner-centered' approach moving EFL learner as passive entity to a student who is active in the search for the fulfillment of his or her own learning needs and to use the language in an authentic situation.

References

1. *Jespersen O*. How to Teach a Foreign Language. London: George Allen and Unwin, 1961.
2. *Jonasses D.* Computers as mindtools for schools. New Jersey: Upper Saddle River, 2000.
3. *Johnson K. and Morrow K.* Communication in the classroom. London: Longman, 1981.