

**INTEGRATING MULTIMEDIA TECHNOLOGY IN A HIGH SCHOOL EFL PROGRAM**

**Toshboyeva Sayyora**

**Arslanova Malika**

*Namangan city NamECI academic lyceum English language teachers*

**Abdubannoyeva Nigina**

*A student of the Presidential School in the city of Namangan*

**Abstract:** *The article talks about the importance of using multimedia tools in English language classes. ELF education is about using modern technology in teaching English.*

**Key words:** *media technology, power point presentation, chat forums, audio-visual presentation, , significant performance*

Due to the current status of English as a global language of science, technology, and international relations, many countries around the world consider the teaching of English a major educational priority (Crystal 1997; McKay 2000). However, English as a Foreign Language (EFL) is often taught under unfavorable conditions, and, as a result, high school graduates are not always competent users of English. EFL teachers in South America, Asia, Africa, and elsewhere, for whom this situation is probably familiar, can profit by sharing information about the problems they encounter and by investigating the various alternatives available to improve EFL instruction. One important alternative is to take advantage of the continuing advances in multimedia technology and to make an effort to integrate this technology with in-class instruction. It is well documented that multimedia technology can help with some difficulties associated with the EFL situation, such as large class sizes and mixed-ability classrooms. And where multimedia technology has been used for EFL instruction, better results have been achieved with training students to be autonomous learners. This explains the growing number of schools with facilities for students to access computers and audiovisual equipment. In this article I will describe a Technologically Enhanced Language Learning (TELL) program I had the privilege to be a part of and will describe how that program improved high school EFL instruction. The project, known as the High School English Program (HISEP), has been operating for several years now in a private high school in Caracas, Venezuela, and is an example of how TELL can be used to complement and reinforce traditional in-class instruction.

For several reasons, EFL instruction often does not accomplish its objective and leaves students without an adequate level of proficiency in English. Of course, a major issue is the EFL environment itself, because there is an overall lack of English speakers for students to interact with. Below are six additional factors that contribute to the lack of success with EFL in high schools in Venezuela—and probably many other countries. 1. Late initiation of official instruction. Although some private schools include extracurricular English classes, there is no official EFL curriculum for preschool or primary schools. Thus, most students do not begin formal English instruction until they are 12 or 13 years old. 2. Insufficient time for instruction. Many programs allow only three academic hours weekly for the teaching of English. 3. Overcrowded classrooms. As many as 40 students may attend the English class, making it difficult for the teacher to keep control and provide individual attention. 4. Mixed-ability classes. Some students in the classroom are more advanced in English because they have traveled to or lived in English-speaking countries, while others know English only from what they have learned in school. As a result, teachers often have a hard time providing the appropriate level of instruction in classes with such disparity in English proficiency. 5. Low salaries for teachers. Salaries for English instructors in public and private high schools are low, which causes good teachers to leave the educational system for more profitable jobs in private academies or commercial establishments. 6. Use of untrained English teachers. The void created by departing teachers opens vacancies that are often filled by native English speakers who are generally untrained in language pedagogy. Although these problems are not easily solved, they must be explored and remedied if EFL instruction is to be successful. The following description of an English program illustrates how some of these issues were solved by adding TELL to the EFL curriculum.

About six years ago, administrators at the Emil Friedman High School in Caracas decided to make some major changes to its English program. The school had constantly received complaints from students and parents about the English program, which led the headmaster to look for an external solution to improve the teaching of English. The school selected a company with a long history in EFL teaching methodology, to conduct a program analysis. The analysis specified that although some unfavorable conditions could not be changed, some improvements to the program were possible, including problems associated with large class sizes, the lack of contact with English, mixed-ability levels within the same class, and the need for student autonomy. (Pino-Silva and Antonini 2000). In 1999 the HISEP was

implemented, and a key element was to join multimedia technology with traditional classroom English instruction. This connection was not meant to replace the classroom, textbook, or teacher but rather to supplement them with the hope of achieving the program's main objectives: to develop the students' mastery of reading, listening, writing, and speaking skills, as well as the subskills of vocabulary and grammar (Pino-Silva and Antonini 1999). Some specific objectives were: (1) to increase students' awareness and understanding of their own learning processes; (2) to develop an autonomous attitude in students toward language learning; (3) to help students recognize and incorporate pertinent strategies that help them learn on their own; and (4) to encourage students to think critically and express themselves reflectively (Pino-Silva and Antonini 1999, 2000). Throughout the years multimedia technology for language learning has had demonstrably positive results, and so its integration with the existent high school curriculum was a logical step.

### REFERENCES:

1. Balaaco, B & Truscello, D. (1996). TESOL Technology: New Opportunities for Learning Styles and Strategies with Computers. TESOL Journal, pp.15-25 Chandrasegaran and Kong . (2006). Stance-Taking and Stance-Support in Students' Online Forum Discussion. Linguistics and Education. 17
2. 374-390 Jackson, L.A., Eye, A.V. Biocca, F.A., Barbatsis, G., Zhao., Zhao, Y. and Fitzgerald, H.E. (2006) . Does home internet use influence the academic performance of low-income children ? British Journal of Development Psychology,
3. Kern, R..(1995). Restructuring classroom interaction with networked computers: Effects on quantity and quality of language production. Modern Language Journal, 79 (4), 457-476.