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DARALKAFEEL

In the Name of Allah,
Most Gracious, Most Merciful
Allah will
Raise up to suitable ranks
And degrees, those of you
Who believe and who have
Been granted knowledge
And Allah is well acquainted
With all ye do[*].

(*) Abodullah Yussif Ali, The Holy Quran, Text Translation and Comment,(Kuwait : That El-Salasil,1989)1509, Iyat 11, Sura,Mujadila, or The Woman Who Pleads.

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Inasmuch as Al-`Ameed [Pillar] Abualfadhal Al-`Abass cradles his adherents from all humankind, verily Al-`Ameed journal does all the original scientific research under the provisos below:

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2. Being printed on A4, delivering a copy and CD having,approximately, 5,000 - 10,000 words under simplified Arabic or times new Roman font and being in pagination.
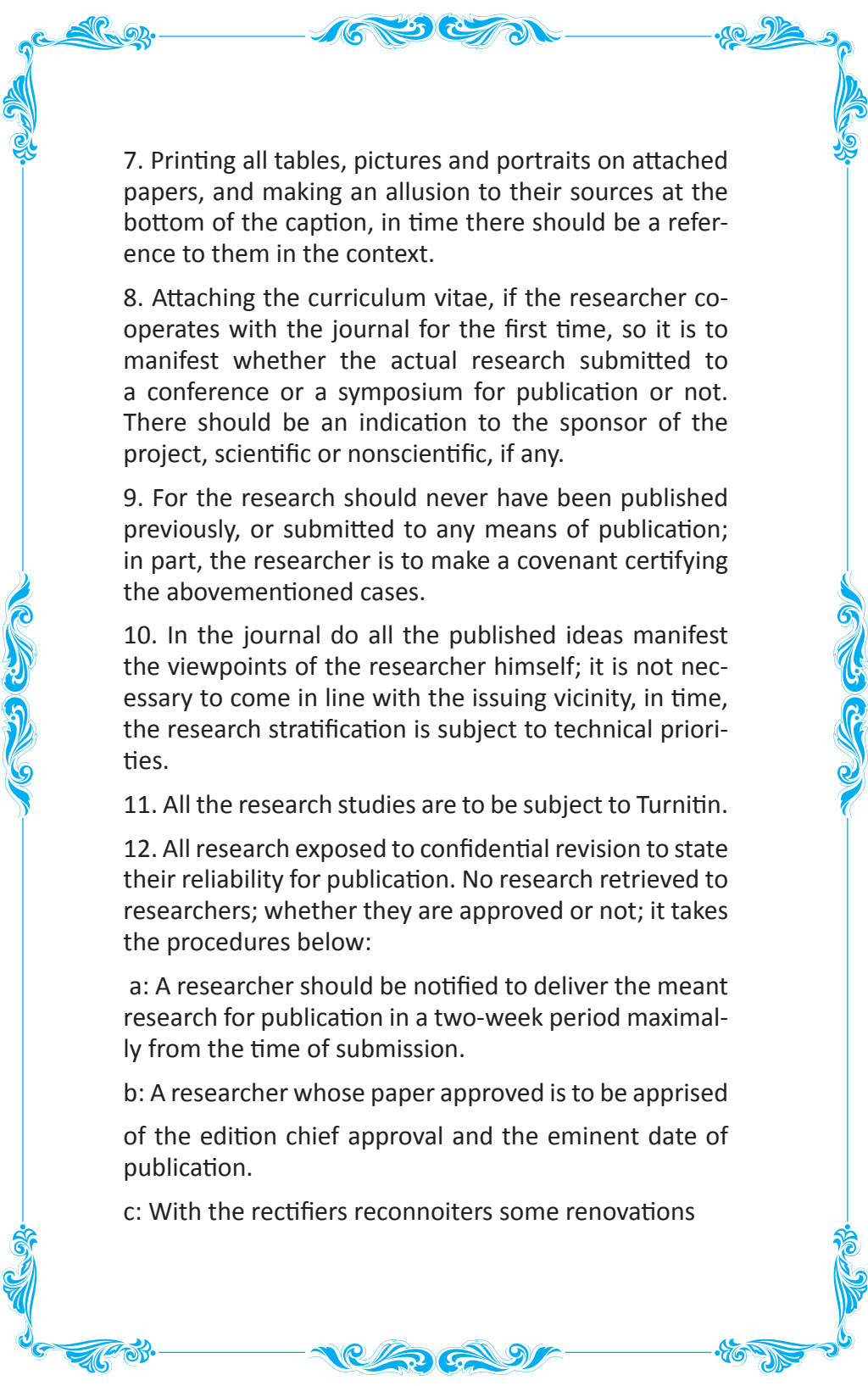
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For the study the should be Key words more few words.

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5. Making an allusion to all sources in the endnotes,and

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in documentation; the title of the book and page number.

6. Submitting all the attached sources for the marginal

notes, in the case of having foreign sources, there should be a References apart from the Arabic one,and such books and research should be arranged alphabetically.

7. Printing all tables, pictures and portraits on attached papers, and making an allusion to their sources at the bottom of the caption, in time there should be a reference to them in the context.

8. Attaching the curriculum vitae, if the researcher cooperates with the journal for the first time, so it is to manifest whether the actual research submitted to a conference or a symposium for publication or not. There should be an indication to the sponsor of the project, scientific or nonscientific, if any.

9. For the research should never have been published previously, or submitted to any means of publication; in part, the researcher is to make a covenant certifying the abovementioned cases.

10. In the journal do all the published ideas manifest the viewpoints of the researcher himself; it is not necessary to come in line with the issuing vicinity, in time, the research stratification is subject to technical priorities.

11. All the research studies are to be subject to Turnitin.

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b: A researcher whose paper approved is to be apprised

of the edition chief approval and the eminent date of publication.

c: With the rectifiers reconnoiters some renovations

or depth,before publishing, the research are to be retrieved to the researchers to accomplish them for publication.

d: Notifying the researchers whose research papers are not approved; it is not necessary to state the whys and wherefores of the disapproval.

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13. Taking into consideration some points for the publication priorities, as follows:

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b: The date of research delivery to the edition chief.

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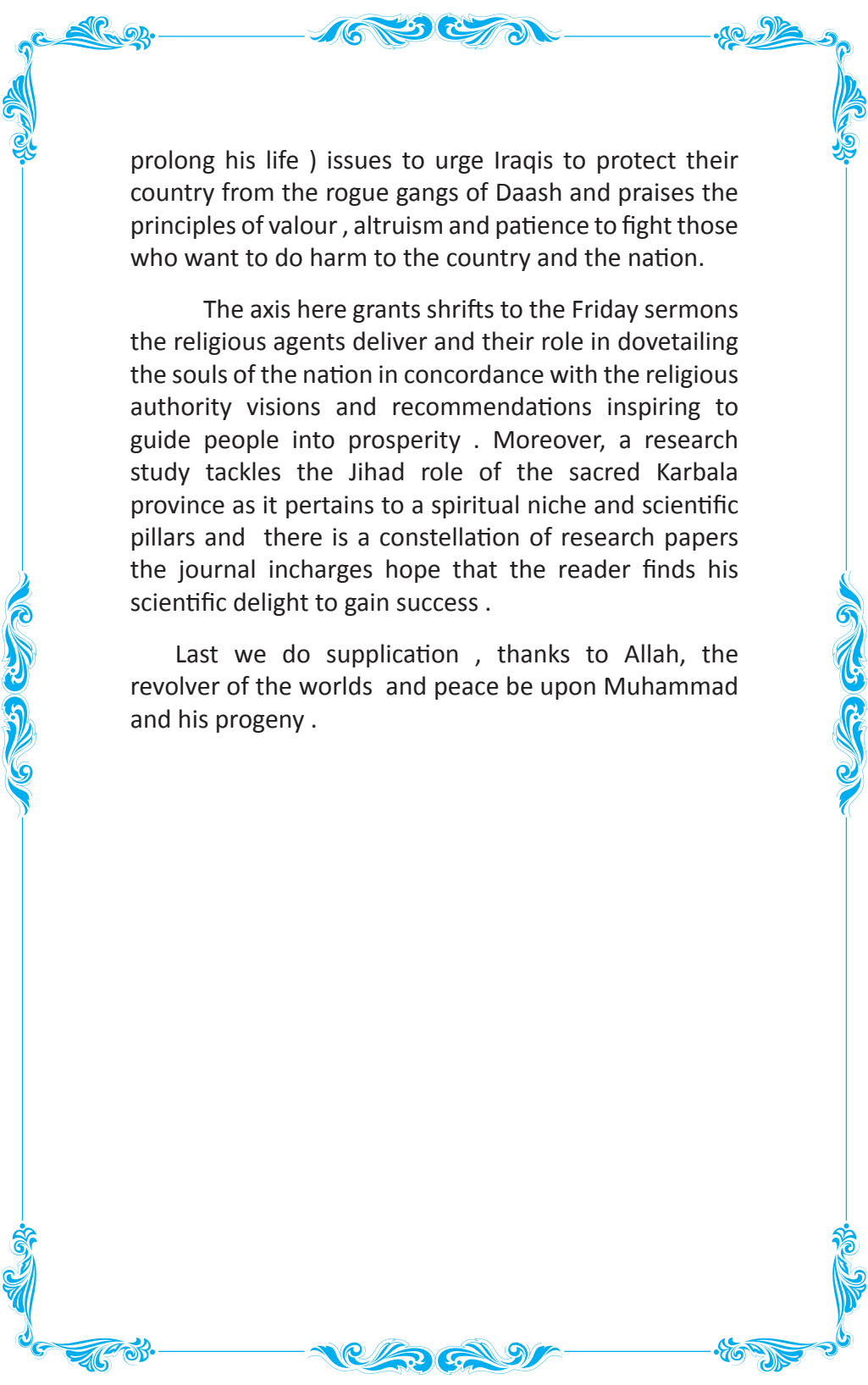
In the Name of the High

Thanks be upon the Revolver of the worlds , Peace be upon the beloved of the worlds Revolver , Abu Al-Qassim Muhammad and his immaculate and benevolent progeny

Now .

Here comes the Al-`Ameed journal doing it ablution in the light beams of Abu Al-Fadhil Al-`Abbas Ibn Abi Talib (Peace be upon him) to embrace its readership with adour : a lover envisages to cull the bud of knowledge and sheer truth in light of research ambience serving the sapient human thinking . Such an ambience is to certify the philosophy of the journal and its incharges to respect the products of the researchers who find it as a repertoire ; the journal shows veneration to the mentality of the interlocutors , a mentality surpasses the intellectual cliché dictation and delves into an epistemic dialogue whose poles are author, journal and interlocutor as though they are one concomitant chain , none perceives its ends .As it is an amalgam of epistemic creation the three poles compete with each other to be on the start line of knowledge . In the current edition the journal does repair to the ground facts to sense the nation , hearken to its pulse and observe the its plights and frustrations . As such the edition takes title of " Religious Authority : Pioneering Leadership and Patriotic Vein " to give importance to the edict of the sufficient sacred Jihad the grand ayatollah , the greatest imam , Seid. Ali Al-Sistani (May Allah

prolong his life) issues to urge Iraqis to protect their country from the rogue gangs of Daash and praises the principles of valour , altruism and patience to fight those who want to do harm to the country and the nation.

The axis here grants shrifts to the Friday sermons the religious agents deliver and their role in dovetailing the souls of the nation in concordance with the religious authority visions and recommendations inspiring to guide people into prosperity . Moreover, a research study tackles the Jihad role of the sacred Karbala province as it pertains to a spiritual niche and scientific pillars and there is a constellation of research papers the journal incharges hope that the reader finds his scientific delight to gain success .

Last we do supplication , thanks to Allah, the revolver of the worlds and peace be upon Muhammad and his progeny .

Religious Authority: Pioneering Leadership and Patriotic Vein

MULTIMEDIA TECHNOLOGY IN TEACHING AND LEARNING ENGLISH AS A FOREIGN LANGUAGE

التكنلوجيا متعددة الوسائط في تعليم وتعلم اللغة الإنجليزية لغة اجنبية

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Abstract

In the present paper an attempt has been made to reveal the regularities of the historical development of methodology as a science under the influence of various factors; the conditions favourable for their successive replacement and interpenetration have been studied; and the characteristics of the newest methods of teaching English as a foreign language have been suggested. The researcher has classified, analyzed and compared multimedia methods and approaches to the foreign language study.

It has been proved that the effectiveness of mastering a foreign language by students can be achieved only if the process of studying and learning is a conscious, deliberately-planned and systematically organized one; on the condition the newest methods of teaching languages are used, particularly, multimedia ones; if the process of teaching English as a foreign language is assisted with the help of a specially organized system of classroom activities based on the usage of modern multimedia and Internet technologies.

A series of conclusions that have been drawn in the result of the research allow us to state the following. First and foremost is the necessity to use all the advantages of classical methodology combining them skillfully with the advances of the contemporary methodological science. Such methods and approaches as multimedia and computer-assisted language learning, internet-based methods offer a broad range of motivating activities and opportunities for self-development. Therefore, they cannot leave either teachers or students indifferent. Multimedia methods can be applied in a modern classroom and a great emphasis has been put on design software, painting tools, modeling and animation tools, and digital movie tools.

The results of the scientific investigation may promote further development of these issues and may become a starting point of the elaboration of practical recommendations concerning application of the methods described

ملخص البحث

يحتوى البحث المقدم على محاولة لتبين التطور التاريخي لعلم طرائق التدريس تحت تاثير عوامل مختلفة يشمل البحث أيضا دراسة الشروط الملائمة للاستبدال المتتالي وخصائص الطرق الأحدث لتعلم اللغة الانكليزية لغة أجنبية التي افترضها الباحث إذ صنف وحلل وقارن الطرق والوسائل التعليمية والنظريات المتعددة والوسائط المتعددة فى عملية تعلم اللغة الانكليزية لغة أجنبية. لقد اثبت بان فعالية إتقان اللغة الأجنبية من قبل الطلاب يمكن ان ينجز فقط من خلال التعلم الادراكى الواعي المنتظم والمخطط له تخطيطا نظاميا مسبقا فى حالة الاستخدام للطرق الأحدث المستخدمة في تعلم اللغات وبصورة فعالة من خلال الفعاليات الصفية

المستندة على استعمال ((Multimedia المستندة على استعمال التقنيات الحديثة خاصة الصوت والصورة والوسائل الحديثة وتقنيات الانترنت.

سلسلة من الاستنتاجات قدمت في هذه الدراسة كالتالي: بدءا و قبل كل شئ ضرورة الاستخدام الأمثل لكل فوائد علم المنهج الكلاسيكي (القديم) والذي باستطاعتنا دمجه بمهارة مع علم طرائق التدريس المعاصر من نظريات وطرق ولغة باستخدام الوسائط المتعددة وبمساعدة الحاسوب وطرق التعلم عن طريق الانترنت التي تقدم لنا تشكيلة واسعة من النشاطات التحفيزية وتوفير فرص التنمية والتطوير الذاتي لذلك أصبح من غير الممكن ترك المعلم والمتعلم فى تخلف التطور.

من الممكن أن تستخدم
(Multimedia methods)
الطرق الحديثة التي يكون التأكيد فيها على تصميم البرامج وأدوات الرسم والصور المتحركة والعروض وأدوات السينما الرقمية ويمكن إن تروج نتيجة التحقق العلمي المستقبلي في هذه القضايا وقد تكون نقطة بداية إسهاب للتوصيات العلمية التي تتعلق بتطبيق الطرق الموصوفة.

Introduction

A teacher of English living in the 21st century has got a broad range of methods and approaches to language study. But such was not always the case. Language teachers in the middle part of the 20th century witnessed the "birth" of methodological notions and terms. A vast majority of questions concerning essential principles and problems of methodology were left without any answer. Interactive approaches to language teaching were not even mentioned. It was only by the 1970s that second/foreign language acquisition began to establish itself as a discipline in its own right asserting its place among the other sciences. Since then the research studies grew with amazing speed which now gives teachers wonderful opportunities to apply and develop this enormous storehouse of information concerning successful teaching foreign languages in classroom contexts. At the present time teachers can equally use both traditional and innovative methods in their classrooms.

With the development of various means of communication the process of teaching and experience exchanging is becoming more and more simple which leads to the fast changes in teaching approaches and techniques. The latter should be up-to-date and relevant. In this situation analysis and comparison of modern methods of teaching English seem to be urgent questions that need detailed investigation. What is also needed in language classrooms in the present situation is eclectics, the mixture of methods that allows teachers and students to fulfill their academic aims successfully and to make the learning process exciting and useful at the same time.

Historical backgrounds of methodology of teaching English were worked out by a range of prominent scientists and methodologists. Jonassen, Shaw, Corsini, Blake, Mouton, Horner, McGinley, Brown, Richards and Rodgers, Scott, White and other methodologists and linguists developed the foundation of contemporary language teaching, classified the main methods of teaching and characterized them as well as their opportunities of practical application. Prator and Celce-Murcia developed methodological schools of grammar translation and audio-lingual methods. Leonard Bloomfield and Ed-

ward Sapir made tremendous contribution into the development of methodology, whose research brought about the emergence of communicative and psychological approaches to teaching languages. The methodology of the previous century was inspired by the work of such linguists as Fries, Lado, Kitchin, Robinett, Alien, Pike and by many others. Noam Chomsky(1957) showed that the structural and behaviorist approaches to language teaching were not right, initiated a new wave in teaching languages in the whole world. His belief that a learner must have an innate predisposition for a certain kind of linguistic competence has become a foundation for modern views on the science of teaching.

The work of O'Malley, Chamot and others emphasized the importance of style awareness and strategy development in ensuring mastery of a foreign language. Bell, Brown, Kumaravadivelu and others have shown that pedagogical trends in language teaching now make us develop approaches upon which teachers can choose particular designs and techniques for teaching a foreign language in a specific context. The great impact was made by the linguists and methologists of the 20th century on the development of methodology in accordance with the introduction of new computer-assisted technologies. The names of the following scientists are associated with the technological advances in language studying: Dhaif, Crystal, Davies, Beatty, Hoven, Gale, Higgins, Jones, Fortescue, Hardisty and Windeatt, Brierley and Kemble, Warschauer, Fuerstenberg and others.

Topicality of the Research: The expediency of the research for the development of foreign language methodology lies in analyzing and comparing the newest methodological trends that are encouraged by scientists and methodologists all over the world. Moreover, the emphasis has been made on the interrelations and interdependence of the innovative multimedia methods of teaching English as a foreign language with those referred to as classical ones.

Object of Research: Methodology of teaching foreign languages.

Subject of Research: Contemporary multimedia methods of learning and teaching English as a foreign language.

Aim of Research: The aim of the study lies in revealing the regularities of the historical development of methodology as a science under the influence of various factors; the study of the conditions favourable for their successive replacement and interpenetration; giving the characteristics of the newest methods of teaching English as a foreign language; classifying, analyzing, and comparing multimedia methods and approaches to the foreign language study.

Hypothesis of Research: The effectiveness of mastering a foreign language can be achieved only if the process of studying and learning is a conscious, deliberately-planned and systematically organized one; on the condition the newest methods of teaching languages are used, particularly, multimedia ones; if the process of teaching English as a foreign language is assisted with the help of a specially organized system of classroom activities based on the usage of modern multimedia and Internet technologies.

Objectives of Research:

• to show the historical succession of methods of teaching foreign languages with the view to analyzing their interrelation and progressive changes with the time flow;

• to investigate the historical development of innovative language learning methods;

• to reveal the essence of such modern methods as using multimedia and Internet technologies in a language classroom.

Methods of Research:

The analytical method which lies in analyzing and classifying traditional and contemporary methods of teaching English as a foreign language; and the comparative method aimed at comparing advantages and disadvantages of various methods and approaches to language study.

Scientific Novelty of the Research:

The investigations in the sphere of modern foreign language methodology seem to be most urgent at present. The wide variety of methods existing raises the problem of the necessity of classification and elaborate description of the newest achievements in the science, as well as studying their reference to the traditional approaches. This study aims at helping teachers and learners in their search for the most appropriate methods of language studying and teaching.

Practical Value of Research:

The results of the scientific investigation may promote further development of these issues and may become a starting point of the elaboration of practical recommendations concerning application of the methods described.

Structure of Research:

The research consists of an introduction, three chapters, a conclusion and references.

1. Theoretical Foundations of Multimedia Methods of Teaching English

Among the main objectives of the research are to study the peculiarities of multimedia methods of teaching and learning a foreign language, to work out the set of multimedia methods that can be implemented in the process of language learning, to present a system of educational steps that should be taken in order to teach the learners how to integrate multimedia techniques into their classroom and extra-curricular learning activities.

A series of web-resources, manuals and bibliographic files have been studied, among which we would like to name the following: 'Cultural Diversity in Publications: Guidelines for Good Practice' (The University of Melbourn http://www.unimelb.edu.au/diversity/pdf/CD_Publications.pdf); Faculty Guidebook Optimizing Learning for Students with Specific Disabilities (http://ds.uoregon.edu/fac_guide/fg_opt_spef.htm); NCSU's Copyright Tutorial (http://www.lib.ncsu.edu/scc/tutorial/basicsintro.html); Copyright Principles in Action (http://darkwing.uoregon.edu/~copyrght/); The CONFU website (U.S. Patent and Trademark Office) (http://www.uspto.gov/web/offices/dcom/olia/confu/); The Educational Multimedia Guidelines (http://www.uspto.gov/web/offices/dcom/olia/confu/appendix.htm#j); Christine Sundt's Copyright & Art Issues (http://darkwing.uoregon.edu/~csundt/copyweb/); Stanford University Copyright and Fair Use (http://fairuse.stanford.edu/); Adobe Photoshop Tutorials (www.adobe.com/products/tips/photoshop.html); Use of Technology in Teaching and Learning: Instructional Technology Group, Yale University (http://classes.yale.edu/help/itg/itg/examples.html); Addressing Diverse Learning Styles Through the Use of Multimedia (http://fie.engrng.pitt.edu/fie95/3a2/3a22/3a22.htm); Creating, Evaluating, and Selecting Instructional Resources (http://web.utk.edu/~mccay/apdm/selusing/selusing_d.htm); Public Domain / Copyright Free Media (http://eduscapes.com/tap/topic98.htm); Picts4Learning (http://pics.tech4learning.com/).

The works of the following contemporary outstanding scientists have also made the basis of our research: Dorin H., Demmin P. E.,

Gabel, D., Good T. L., Brophy J. E., Mergel B., Saettler P., Lara J. Ross, Agnew P. W., Kellerman A. S., Meyer J., Boud D., Feletti G., Hofstetter F. T., Jonassen D. H., Peck K. L. and many others.

The analysis of the sources mentioned has allowed us to draw a series of conclusions. Multimedia is new in teaching and learning process and has been interpreted by different people in different ways to mean different things. Some people see multimedia as just computer based instruction. But definitely it goes beyond this. The name 'multi' in multimedia means 'many', this implies that many media are put together to form a single medium of instruction which is facilitated through the use of the computer [1; 2; 11]. The computer acts as the compiler. Another word that could be used is 'integration' of different media to form a single medium. This would be discussed in detail later.

"Multimedia" is a term frequently heard and discussed among educational technologists today. Unless clearly defined, the term can alternately mean "a judicious mix of various mass media such as print, audio and video" or it may mean the development of computer-based hardware and software packages produced on a mass scale and yet allow individualized use of learning. In essence, multimedia merges multiple levels of learning into an educational tool that allows for diversity in curricula presentation. "Multimedia is the exciting combination of computer hardware and software that allows you to integrate video, animation, audio, graphics, and test resources to develop effective presentations on an affordable desktop computer" [14].

"Multimedia is characterized by the presence of texts, pictures, sounds, animations and videos, some or all of which are organized into some coherent programme" [20].

Today's multimedia is a carefully woven combination of text, graphic arts, sounds, animations, and video elements. When you allow an end user, i.e. the viewer of a multimedia project, to control 'what' and 'when' and 'how' of the elements that are delivered and presented, it becomes interactive multimedia.

As such multimedia can be defined as an integration of multiple media elements (audio, video, graphics, text, animation etc.) into

one synergetic and symbiotic whole that results in more benefits for the end user than any one of the media element can provide individually.

The term multimedia describes a number of diverse technologies that allow visual and audio media to be combined in new ways for the purpose of communicating. Applications include entertainment, education and advertising. Multimedia often refers to computer technologies. Nearly every personal computer built today is capable of multimedia because they include a CD-ROM or DVD drive, and a good sound and a video card (often built into the motherboard). But the term multimedia also describes a number of dedicated media appliances, such as digital video recorders (DVRs), interactive television, MP3 players, advanced wireless devices and public video displays [14].

One more term that is essential to our study is that of technology. "The word technology originates in the Greek words technologia (τεχνολογία), techne (τέχνη, which means "craft"), and logia (λογία, which is "saying" or "ordering", in the sense of arranging)." "Technology refers to all tools and procedures. It is the state of knowledge and development at any given time of our control of our surroundings, and includes all tools (utensils, devices, machinery, inventions, and structures), all methods (skills, processes, and techniques), and all applied materials (both raw and manufactured). In the most general sense, technology is man's ability to control nature.

The term 'technology' can be applied generally, or to specific areas, such as in "construction technology", "computer technology", and "medical technology". Technology generally advances over time, as people improve upon or replace the technologies that came before. The most advanced technology in any specific area is referred to as state of the art technology." [1; 2].

Some others see technology as "The technical means people use to improve their surroundings. It is also knowledge of using tools and machines to do tasks efficiently." [5; 6] Technology is used for different things. The knowledge, tools, and systems used by people to make lives easier and better could be referred to as technology. Through technology, a lot of things are better done, like better production, education, services etc.

The next term that is essential for the research is that of teaching. It can be encountered every day. In our paper and in the context of our research the term is used in the formal meaning. By this term we mean passing knowledge from a teacher to his students. The teacher manages and controls the process of education. He is a mentor and a facilitator at the same time. Various teaching technologies and methods applied can be referred to as pedagogy. Teaching being a creative process presupposes the adequate selection of means and methods of teaching with the view to satisfying the needs of the students.

The term "multimedia technology" needs consideration as well. The notion is presented as a unity of two terms, technology and multimedia. The integration of the terms allows us to formulate the meaning of the phenomenon. Thus, multimedia technology is a complex notion that implies the usage of technical advancements and computer-assisted technologies as well as the benefits of the output devices that allow us to demonstrate the data. These technologies improve the process of a foreign language acquisition and simplify the interiorization of information by the students.

To sum up, the importance of understanding the basic terms cannot be overestimated. The teachers who are willing to improve the language learning environment and to attain better results need to be aware of the essence of the key terms used in this paper. No only is it important to be an expert in terms, but it is also pivotal to fully understand their integrity and interrelation.

The importance of multimedia is a key issue that we address after revealing the meaning of multimedia as a term. A human body possesses a broad range of perception and information-processing abilities, which can be appealed to by teachers of English with the help of multimedia methods. The scope of methods applied makes a strong pedagogical effect which enhances learning and makes it more effective. Moving images that are perceived by human eyes facilitate the process of vocabulary and grammar acquisition.

The evident advantages of multimedia in the classroom environment are the following. Multimedia, being a part of modern life and an integral component of the picture of the world of a young

person of nowadays, must be definitely utilized as a universal tool that stimulates mental activity, boosts students' interest and presents pedagogically valuable material in an exciting and modern way. Non-textual media included in the course make it attractive both to students and teachers.

In the context of CLIL (Content and Language Integrated Learning) using multimedia is an indispensable tool, which can make integrated learning creative and educative enough. Thus, a lesson focused on any cultural, historic or geographical issue would definitely benefit from the usage of visuals, diagrams, aerial images, videos etc.

However, as any methodological tool multimedia can have disadvantages as well. First and foremost, using multimedia methods requires technologically advanced school environment, which would provide hardware, software and continuous maintenance and technical support. The quality of computers may be poor, which will not allow making full use of multimedia methods. Apart from that, creating multimedia can also be a problem. Teachers, who are advanced in making text-based tasks, may not be qualified enough to succeed in transforming and improving their technological skills.Technology is becoming ever more pervasive. It is getting smaller,speedier,stronger, and more adaptable. Technologies developed in the fields of nanotechnology, biotechnology, imaging, and information technology are advancing at unprecedented rates, impacting manufacturing, electronics, transportation, military defense,communication, healthcare, the food industry, and the list goes on(21)

Using multimedia methods can also be related to various problems of internet access, technical faults and financial expenses. Well-known is the fact that effective tools need time and investment.

Computer and internet literacy are the conditions obviously required when it comes to using multimedia and any other kind of computer assisted language learning. The problem can be over-

come with the organization of special training courses for teachers with the view to developing their computer and multimedia skills.

The important question that many modern methodologists address is the urgent need to achieve compromise and combine traditional methods that have been historically approved and verified with the innovative ones that appeal to the taste of a young person. In a sense, multimedia tools are becoming more and more integrated in our everyday life and seem as usual and habitual as a textbook or a board.

As any process using multimedia technologies in a language classroom can have both advantages and disadvantages. Teachers have to take into account the necessity to consider these aspects before applying the methods. Some areas of using multimedia need especial attention.

One of the main benefits of multimedia is the fact that they can be adapted to the varied needs of the students. All teaching styles can be also accessed easily. The multimedia methods make learning individualized and therefore appealing to students. Students' difficulties can be met by the teachers as well.

Among the disadvantages of multimedia methods we can mention that they are time consuming. Preparing a lesson with the help of multimedia can take more time than it takes to prepare an ordinary lesson. Furthermore, it can require a definite level of technical knowledge, which not every teacher might possess.

We have to state that using multimedia technologies cannot provide a substantial pedagogic effect, because these technologies are just means of teaching. All in all, the effectiveness of the educational process depends on teacher only and on his or her ability to use technology to achieve the pedagogical aims. Multimedia programs allow teachers to make the teaching process similar to natural language environment and satisfy the students' needs.

It should be emphasized that the result of multimedia implementation depends on the teacher's motivation and their experience. The majority of teachers nowadays are likely to possess the

necessary knowledge and skills that allow them to make full use of technologies. Nowadays informational and technical competences are part of compulsory teacher's education. So, the usage of multimedia might be an indispensable component of language education.

Contemporary science implies that a multimedia lesson is the one that is organized using multimedia teaching programs, computers, laptops, projectors or web cameras. A few new directions appeared in pedagogy, which study implementation of multimedia. The unofficial term "edutainment" has been formulated, which is a combination of education and entertainment. Edutainment reveals the connection between the process of learning and having fun. Not only do multimedia methods have a massive impact on the students, but they enrich the process of education as well, appealing to the emotional sphere of the students. They have become an objective reality in modern pedagogy, and a contemporary teacher of foreign languages cannot avoid using them, bearing in mind that they allow us to teach real communication in a language.

Alongside with multimedia technologies we may observe the beginning of the era of a new ideology of thinking, which contrasts the previously popularized idea of classroom management, where a teacher occupied the central position, the students were competing for marks and were rather passive participants of the learning process. The main role of the teacher was passing knowledge to the pupils. Nowadays a new model of education is being introduced, which is based on the following assumptions.A student occupies the central position. Cooperation is the basis of learning. Students play the most important and active part in the process of education. The key idea of the modern educational concept is the development of the ability of self-education and communicative competence of the students.

The main objectives that are achieved with the help of multimedia at the lessons of foreign languages include the following ones: supporting the process of learning, providing real communication with native speakers, providing the access of all participants to in-

formation databases that expand rapidly, developing cognitive interest and motivation to learning a foreign language.

What also needs consideration is the extent to which the lesson is provided with multimedia means of education and the issue of timing. The lesson can be organized either using only multimedia resources and technologies or can be a combination of standard forms and multimedia ones.

The main reasons for using multimedia are introducing new material, presenting new information and broadening minds of the students; consolidation of the knowledge acquired, revision, practicing the skills, generalization and systematization of the information.

As it is noticed, using multimedia methods allows teachers to create the atmosphere of cooperation in the classroom, increases and stimulates the students' activity and creativity. It also gives a chance to create positive attitude to learning, develop motivation, self-education and enhance the formation of the student's personality.

Using multimedia can help a teacher to solve many problems of modern educational system: the variety of the forms of new information introduction, availability of education, using innovative technologies and methods of education. Interactive education based on using multimedia programs allows teachers to realize the complex of educational goals, methodological, didactic, pedagogical and psychological principles, which makes the process of learning and teaching more exciting and creative. Using multimedia methods at the lesson presupposes the organization of individual, pair and group types of work, which is immensely important when it comes to language learning. Project work can be paid attention to as well. Multimedia presentations have already become an important and usual part of lesson preparation. Students actively use the Internet to collect the data for their presentations and projects. A multimedia presentation with the usage of bright videos, sounds and pictures makes the lesson more interesting for the students themselves. It can be used as didactic means for individual studies or as a form of presenting information during the lesson.

Having learnt the teachers and learners' expectations of multime-

dia it is important to discuss the utilization of it in the classroom. With this we will be able to speculate on why we need multimedia in the classroom.

2. Classification of Multimedia Methods of Teaching English

A few approaches that exist to the classification of modern multimedia methods of teaching English have been analyzed. Most often methods are classified according to their functional or methodological aims. Functional classification of the methods allows us to substantiate the following ones:

- teaching methods;

- methods that provide new information and direct the education;

- diagnostic methods that define the level of intellectual development of the students;

- instrumental methods that construct program means;

- directing methods that help monitor and manage the activity of the students during the lesson;

- administrative methods that are used to create the automated process of the organization of learning;

- game methods that provide various types of educational games.

Methodological classification outlines the following types of multimedia means of education:

- teaching tools that are used for learning new things;

- trainers that can help practice the skills in the process of revision and consolidation of information;

- controlling tools that allow teachers to assess the level of knowledge acquisition;

- informational tools that are aimed at providing the students with the necessary information;

- imitation tools that present one separate aspect of reality with the view to studying its structure and functional characteristics with the help of a number of limited parameters;

- demonstration tools that can help present the new didactic materials, visualize the phenomena studied, as well as connections between them;

- game tools that let the teachers and students role-play various situations that require taking a definite decision and develop a behavioral strategy;

- extra-curricular tools that can help organize the activity of students out of class, develop their creative thinking, attention and reaction.

The selection of a method depends on the objectives set by the teacher before the lesson. Thus, the teacher may choose from a wide range of file types, such as text files, presented in the form of explanations, descriptions, opinions and reports; sound files, used in the form of songs, recorded speech of native speakers, dialogues and interactions in the target language; animation files, which may be presented as moving pictures with text; pictures and charts, which help visualize the information and make the explanation more understandable and varied.

Some scholars divide the multimedia programs into three groups:

- trainers;

- simulation programs;

- micro-worlds or modeling programs.

Others suggest the following classification of multimedia methods:

- didactic methods used for presenting new material;

- practicing programs that help students to perfect their language skills;

- controlling methods that allow teachers to evaluate the students' knowledge [6; 10; 13].

Multimedia programs can be used as supplementary instruments, which expand the information from the traditional textbook. Moreover, the students and teachers can benefit from multimedia methods while preparing projects and in the process of foreign language competence formation. Multimedia means help students to improve their listening skills, ability to understand authentic speech

and expand vocabulary.

One more classification has been worked out by other scholars, who divide the multimedia means into the following categories:

- educational programs;

- controlling programs with the elements of teaching;

- controlling programs.

Teo R. states four major characteristics that all instruction design theories have in common. These are:

*Design orientation,

*Identification of methods of instruction and situations,

*Methods of instruction that can be broken into more detailed component methods, and Choice of probabilistic Methods,

*Methods that best facilitate learning under different situations,

*Learning tool features that best allow an array of alternative methods to be made available to learners,

*System features that best allow an instructional design team to design quality learning tools [17].

In the instructional design a few theories can be used. They are behaviorist, cognitive psychology and constructivists' theories.

*Behaviourists believe in the alterations and transformations in behaviour as the result of learning. Learning is therefore transferred into instructional design with the help of the principles of retention and reinforcement. As for behavioural objectives they are also an important factor in making the process of language teaching and learning effective. They allow the learners to be assured that they have reached their objectives. They are also able to track their success.

*Cognitive psychologists perceive learning as the process of knowledge interiorization, which cannot be monitored directly and objectively. Special attention is drawn to the processes related to

human mental activity.Cognitive psychology addresses the issues of a foreign language acquisition in the context of using a variety of techniques for getting, prioritizing and retrieving information. An emphasis is put on the development of skills of self-education.

*Constructivists believe in an open ended learning experience, which presupposes incessant and varied methods and results of learning. According to this concept, learners have to adapt them-selves to the academic content and shape it at the same time. They also consider that learning occurs when it is contextual, problem based, social and authentic [10; 17; 20].

As it is noticed, the scholars used different typological character-istics while preparing the classifications. The focus was either on their functionality, or on control. The present study an emphasis has been put on the organization of educational interaction be-tween the computer and the student, as well as the opportunity of automated adaptation of the language material to the level of communicative competence of a student. This unique peculiarity of computer multimedia methods is now known as interactivity. The former gives teachers the chance to have constant feedback with the students, to visualize the educational material, to access the data, and to motivate the students. Positive atmosphere at the les-sons and students' genuine interest in the subject have an immense effect. Especial attention meanwhile should be paid to defining the role of the multimedia technology in the educational process. Mul-timedia informational space that unites sounds and animation be-comes a multifunctional educational means, which influences the motivational and personal development of the students.

The term "informational and educational space", which is re-garded as a multi asset integral social and psychological reality that provides the necessary psychological and pedagogic conditions, methodological and educational means that guarantee the access to informational databases and resources for the students' continu-ous learning.

Multimedia educational programs can be regarded as an instru-ment of teaching and as an active participant of the educational

process. Being an instrument multimedia programs simplify the teacher's work, as they possess the ability to store massive amounts of information, organize and process data. Thus, the accuracy and the objectivity of education are definitely improved.Moreover, multimedia technologies allow saving time and effort of the students and teachers [11; 15]

In the general pedagogic context multimedia technologies applied in the process of teaching foreign languages are considered to perform the following functions:

- integrate different types of information in one unit;

- appeal to different senses of a person;

- develop critical thinking;

- stimulate cognitive processes;

- interact with students;

- adapt to the demands of the students;

- individualize educational process;

- organize group work in multimedia space;

- develop team work;

- form stable motivation;

- create a foreign language environment.

Summing up, multimedia technologies are the computer technologies that allow teachers to present different types of information as a complex system including graphics, texts, videos, photos, animation, and sound effects, as well as to operate them according to the educational objectives. This interpretation is the most optimal one and the one that prevails in the process of designing a multimedia lesson.

Preparing multimedia for using in language classrooms one can consider a few aspects that cannot be ignored by preparing the script, or the idea, or the storyboard, as it is sometimes called. It forms the basis of multimedia courseware and equipment.

A series of pictures that are drawn and visually depict a program is called a storyboard. We can find the examples of using the terms 'storyboard' and 'script' as synonyms, though it might be noticed a few differences between them. The script can be used without visual support, while the storyboard is equipped with images.

Visual thinking or visualization could be of great help in the process of preparation of a multimedia script. Before starting program developing the teacher needs to think of the content, objectives and conceptual design of the program. Images are first visualized, then edited and compiled in the unique entity. The series of images must be meaningful and academically relevant. Creating a mind map might be regarded as one of the useful tools that could be used by teachers struggling to succeed in multimedia technology implementation.

Writing the script is a complicated process that can be seen as a sequence of the following stages:

1)   Programme idea preparation, which means discussing the strength and demerits of multimedia. At this stage the teacher has to answer the question of whether it is important to select multimedia as a tool for achieving a definite objective.

2)   Programme brief stage, at which the teacher expands the program, includes the title, sets its objectives and defines the target audience of the final product. The equipment needed for the program development, as well as potential problems that might occur, are argued here.

3)   Research stage, which includes planning and carrying out a thorough research on the topic of the program idea. Designing the multimedia product is tightly related to meeting the needs of target audience. The stage also presupposes selection of the relevant content, expert evaluation, and choosing the graphic tools.

4)   Identification and selection of content elements. At the moment when the research has been completed the data need to be sorted and the message should be delivered in an appropriate sequence. The elements of the content should be accessible through

visualization, in the form of audio files, animation, video, text etc.

5)   Interface design and layout. This stage requires a high level of technical and designer skills that a teacher must possess. The selection of the interface and program layout may influence tremendously the future popularity and effectiveness of the final product. The developer has to take into consideration the objectives, the content, the academic topic and the inclinations and preferences of the target audience. A wide range of designer tools that exist nowadays may be of use when it comes to final stages of program development. Creativity of the teacher may allow him or her to achieve maximum effectiveness. Uniformity of the layout design is one of the basic principles of modern program development.

6)   Preparing the storyboard. As we have mentioned before, a storyboard is a series of images or shots that might help pre-visualize the program. It is also called to encourage action, being a blueprint for it. Apart from that, it gives an opportunity for several people to work together and develop various components, which will have similar design and interface.

3. Equipment Required for Multimedia Classroom

The multimedia equipment that teachers use in a language classroom can be divided into hardware and software. Hardware components which are system devices, memory and storage devices, input and output devices and communication devices. System devices are important as well. They are a microprocessor, motherboard and memory, memory and storage devices and hard disk. The input devices that can be used in a language classroom are a keyboard, a mouse, a microphone and a digital camera. Printers and amplifiers are output devices.

The software used for language teaching can be divided into painting and drawing tools, modeling and animation tools, image and sound editing tools, animation video and digital movie tools.

The most important tool that is used in a multimedia classroom is a personal computer, whose opportunities are defined by the software installed on it. The programmes fall into several categories, such as system programmes, applied programmes, and development tools.

Contemporary educational systems utilize a wide variety of universal programmes and tools: text processors, electronic charts, presentation programs, organizers, graphics edition programs etc.

With the development of the international network the students and teachers get a unique opportunity to get the information from any part of the world, they have access to the international databases and informational resources. Email, messengers, chat rooms, news groups and blogs can be also used in teaching foreign languages. Some software can help organize distance work of students, enhance their cooperation and improve the skills of team work.

Modern classrooms are often equipped with a multifunctional system containing a multi-channel projecting system, a computer and an acoustic system. Interactive boards, interactive tablet PCs, interactive LCD displays, and systems of interactive survey can also be found in a classroom nowadays.

The interactive board that is connected to the computer with the software installed helps a teacher to show presentations, start any programs, and visualize the information in the most effective way. The tablet PC is also connected to the computer and allows the teacher to move around the classroom and use the opportunities of the computer. Overhead projectors and LCD screens can be used by teachers for demonstrating videos, charts and other multimedia products.

The system of interactive survey helps the teacher to analyze the level of perception and understanding of the material, as well as to organize tests. The results of the survey can be stored and then analyzed.

These multimedia means are valuable tools that help teachers and students interact more successfully during the lesson.

As multimedia appeals to various senses of a human it is gaining more and more popularity nowadays. It is opening new opportunities both for teachers and learners. Traditional methods of teaching languages can be supported by innovative methods. Higher performance and better acquisition results are guaranteed.

The use of multimedia technology enables teachers to take into consideration individual needs of every student, their own pace of learning and cognitive skills. Learning being presented as a modern application, is losing its compulsory context and thus is becoming more attractive to students.

The concept of facilitation learning and transforming it into a sort of entertainment can be connected to authoring and developing multimedia tools. Teachers and students get a unique chance to construct knowledge.

Nevertheless, it is worth mentioning that multimedia production faces some problems especially at the first stages. Some of these problems negate the academic procedure in multimedia production because most productions are carried out by non academic companies for commercial purposes. Other constraints are imposed on the process of making multimedia for instruction by non profession-

als, usually at the policy level. They are broad in scope and are seldom defined in depth.

Campus life and academic work cannot be imagined without internet and computers. The ways students learn subjects, the faculty staff prepare lectures and deliver tutorials have changed immensely due to many factors, in particular, as a reply to higher standards and demands of modern society.

Technology has already become part of college and university life of many countries. Tablet technology has revolutionized the process of teaching in learning in a series of American universities. Teachers make notes on charts on a multimedia touch screen and send the information to students' PCs. Rooms are equipped with cameras and interactive boards that allow you to make notes on the screens.

Technical advancements inevitably reshape the very notion of the educational process. Such processes as those of democratization and changing the role of a teacher are also brought about. Modern concepts of teaching presuppose an open environment where a teacher is not a mentor but a facilitator, an advisor or tutor. The student is more independent and free in the selection of methods of learning and directions of self-development. The paradigm of teaching has changed dramatically and irreversibly.

The broad selection of methods within the framework of teaching with the help of multimedia allows teachers to choose any appropriate tool that can be adapted to the conditions and students' needs. Teachers and students should definitely make use of innovations, altering conventional teaching methods and introducing technological means of education.

The essential issue that many researchers address is the one related to viability and practical value of innovations, such as multimedia, in the educational process. Many scholars doubt whether conventional methods need any modernization and adaptation. Thus, it is a question that every teacher needs to answer. As we may suppose, any form chosen by the teacher can be assessed as a viable one on condition that it is effective and thoroughly thought of.

So, modern multimedia methods that can be implemented in language classrooms, as well as reflected on their advantages and disadvantages. An attempt has been made to characterize the role of a teacher and the role of a learner in the process of preparation, development and utilization of the multimedia instruments described. A set of problems that may be related to usage of multimedia methods in language teaching has been scrutinized, and a range of solutions has been proposed.

CONCLUSION

A glance through the past century of language teaching gives an interesting picture of how varied the interpretations have been of the best way to teach a foreign/second language. The vast variety of methods and approaches has appeared, most of them in total philosophical opposition to each other. But looking back into the history one can see the cycles of changing winds in methodology. More and more often teachers prefer the traditional classical methods of foreign language teaching drawing conclusions from their historical development, improving these methods, and adding new ideas and approaches. In this remarkable succession of changes teachers learn something new in each generation and enrich the science with their own achievements and new solutions. Thus, the science of methodology is seen not as a number of static principles 'set in stone', but as a flexible discipline, a dynamic composite of energies.

What can be seen in the present day classroom is a skillful combination of new and old, innovative and traditional, technologically advanced and classical. Eclectics is a key word in modern methodology. Thus, it becomes clear that investigations in the sphere of language teaching innovations are the most urgent issues, as well as those connected with analysis of the new methods.

In this study is an attempt of describing and analyzing innovative methods of teaching English. A series of conclusions have been drawn.

1. It is necessary to utilize all the advantages of classical methodology, like audiolingualism and the vast variety of other methods worked out by the series of outstanding methodologists. And at the same time one cannot leave aside advances of the contemporary methodological science. Such methods and approaches as multimedia and computer-assisted language learning, internet-based methods offer such a broad range of motivating activities and opportunities for self-development that they cannot leave either teachers or students indifferent.

2. It is vitally important to describe and systematize the uncoordinated data concerning modern approaches to language teaching.

3. The new perspectives of methodology   get a deeper understanding of the nature of language learning and human/technology interaction. History poses a question that should be answered both by teachers and learners. The question is: How can we reasonably combine traditions and innovations? The unique reply cannot be found, though some recommendations may be formulated. Thus, on the one hand, it is important to study the development of methodology in its temporal sequence and to be aware of all its modern trends, and on the other hand, all changes in education sphere should undergo a long stage of experiment and approbation before being widely applied in language classrooms.

4. The real advance in the use of computers in language teaching came with the revolutionary shift from using floppy-disc to compact discs as the basic form of software. The development of internet communication via e-mail, community network, and tablet technology has made it possible for the teachers to contact their students easily, to give research tasks and to carry out project work in an open environment.

5. Investigating the peculiarities of the most prominent widely-used multimedia language learning and teaching methods shows that such multimedia instruments as Macromedia Flash, Multimedia Design Software, Painting and Drawing Tools, such as Corel Draw, 3 – D Modeling and Animation tools, 3D studio Max, Image Editing tools, Adobe Photoshop and paint shop, Sound Editing Tools, Cool Edit, Animation Video and Digital Movie Tools, Adobe Premiere and media shop programmes can be widely utilized by teachers.

6. In terms of practical classroom activities there has been made an attempt to select the range of methods and methodological tools that are based on using the opportunities of multimedia technology for perfecting language lessons. The methods have been characterized and analyzed, their advantages and disadvantages have been considered.

Making a conclusion, it is important to mention that methods of language teaching are changing with the time flow. Decades ago computer – assisted language learning was only at the stage of project, which cannot be said today. However, the progress in the sphere of teaching languages should always be accompanied with conventional instruction methods. A language classroom may definitely benefit from the wide variety of computer assisted teaching methods and those ones that presuppose the creation of customized authoring product. The selection of options that media provide, their flexibility and adaptability make teaching with the help of multimedia a powerful tool.

Nevertheless, despite the growth of the significance of multimedia and computer – assisted language learning teachers should never forget and leave aside traditional methods of foreign/second language acquisition. What is needed in language classrooms in present situation is eclectics, the mixture of methods that allows teachers and students to fulfill their studying aims successfully and to make the learning process exciting and useful at the same time.

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