

THE IMPACT OF MULTIMEDIA RESOURCES ON STUDENTS' MOTIVATION IN LANGUAGE LEARNING

U. Makhammadiyeva ¹

Scientific supervisors: Salieva Ziroat Zokirovna

Abstract:

The final qualification paper aims to explore the significant role of multimedia resources in enhancing learners' motivation in the English learning process. It also investigates the potential benefits and challenges of using multimedia resources in an English classroom. Given that the distribution speed of various media correlates with globally recognized languages, particularly English, it is essential to analyze their effectiveness in language education. Additionally, this study will examine the impact of multimedia applications, the Internet. It will also investigate how multimedia tools contribute to both teaching and learning English. Finally, the research will highlight the attitudes of English teachers and students towards integrating multimedia into English language instruction.

Key words: Multimedia Resources, Student Motivation, Language Learning, Engagement Strategie.

The computer has become a crucial tool in second language learning, enabling both independent and collaborative learning environments. The integration of technology into language skills, such as listening, speaking, reading, and writing, makes the teaching and learning process more engaging for students. It not only facilitates learning but also helps increase students' motivation by allowing them to learn at their own pace. This diploma project investigates the role of multimedia resources in enhancing learners' motivation in the English learning process.

Motivation plays a significant role in students' behavior and their drive to achieve specific goals. Intrinsically motivated students are those who actively seek information, strive to understand, and aim for mastery. On the other hand, extrinsically motivated students perform tasks to earn rewards like good grades or teacher approval or to avoid punishments. Language courseware can enhance students' motivation by offering more opportunities for interaction with authentic contexts.

The use of various media, such as audio, video, authentic contexts, and real-world experiences, helps language learners with different learning styles to process content according to their individual needs. Multimedia offers diverse learning tools that allow students to practice various language skills, meeting their specific needs and interests. This creates a more interactive, dynamic, enjoyable, and engaging learning environment.

Multimedia can be defined as the combination of various media elements such as audio, video, graphics, text, and animation into a cohesive and interactive process. This integration offers more benefits to the user than any individual media element can provide on its own. The definition of multimedia varies depending on the perspective, but typical definitions include the following:

1. Multimedia is "the use of multiple forms of media in a presentation"
2. Multimedia is "the combined use of several media, such as movies, slides, music, and lighting, especially for educational or entertainment purposes"
3. Multimedia refers to "information in the form of graphics, audio, video, or movies. A multimedia document contains a media element other than plain text"
4. Multimedia comprises "a computer program that includes text along with at least one of the following: audio or sophisticated sound, music, video, photographs, 3-D graphics, animation, or high-resolution graphics"

The common thread among these definitions is the integration of more than one medium into a form of communication. In most cases, this term refers to the blending of media such as text, sound, graphics, animation, video, and spatial modeling within a computer system [1, 207].

In the context of education, multimedia can be considered integrated media, comprising various forms such as text, graphics, animation, and/or audio, used to browse, query, select, link to, and utilize information to meet students'. According to Smith and Woody multimedia is "the use of both visual aids and verbal descriptions to illustrate concepts."

¹ Makhammadiyeva Umida Urolboyevna, Student of Samarkand State Institute of Foreign Languages

The use of multimedia in English language teaching can be traced back to several key stages in its evolution. The first stage emerged in the 1950s, when a few foreign language institutions began incorporating phonographs, broadcasts, films, and tape recorders into their teaching practices. At the time, these tools were seen as revolutionary innovations that greatly enhanced the language learning experience. In the following decades, during the 1970s and 1980s, advancements in electronic technology led to significant improvements in multimedia tools. This period saw the introduction of language laboratories, electronic taping, slide projectors, and videocassette players, all of which became integral components of foreign language instruction.

By the early 1990s, multimedia technology became more accessible for language instruction, thanks to the rapid development of computer technology and the onset of the digital revolution. This marked a shift towards incorporating more advanced digital tools into language teaching. By the early 2000s, the internet emerged as a powerful platform for delivering computer-aided learning materials, offering a global means of communication and access to information. The internet also enabled learners to engage with educational resources at any time, further enhancing the flexibility of the learning process.

The history of computer-assisted language learning (CALL) has been divided into three distinct stages: behavioristic CALL, communicative CALL, and integrative CALL. Behavioristic CALL, which dominated the 1960s and 1970s, was based on behaviorist theories of learning [4, 68]. It focused on repetitive language drills and the use of programmed systems like PLATO, a well-known tutorial system. The second stage, communicative CALL, emerged in the late 1970s and early 1980s. This approach shifted the focus to communicative teaching methods, encouraging students to engage in more dynamic forms of language production, such as creating original utterances and discovering language through context. Popular tools in this era included word processors and grammar-checking software. The third stage, integrative CALL, incorporated multimedia and the internet to offer a more holistic approach to language learning. Integrative CALL allowed for the integration of multiple technologies, promoting language use in authentic social contexts and providing students with effective tools for learning.

The advent of multimedia and the internet opened up new possibilities for language learners. The internet facilitated real-time communication with native speakers, enabling students to practice language skills in authentic, everyday settings. It also allowed for easy access to learning materials, such as grammar explanations, vocabulary resources, and pronunciation guides, while the main lesson continued in the foreground. This interactive, student-centered approach encouraged more active involvement in language development, as opposed to passive learning methods.

Despite the advantages of multimedia in language teaching, some teachers have been criticized for focusing too much on flashy courseware at the expense of the content and learning objectives. In such cases, classrooms may become more about showcasing the capabilities of technology rather than fostering meaningful learning experiences. While teaching has always involved multimedia elements such as spoken language, drawings, and demonstrations the available technology has evolved to allow for the integration of various media formats to deliver content more effectively [2, 176]. The 1980s saw the introduction of overhead projectors and videotapes, followed by the rise of CD-ROMs and the World Wide Web in the 1990s. In the early 2000s, digital projectors became standard features in classrooms, and textbooks often included CDs or DVDs with supplementary materials.

Research has demonstrated that multimedia can improve student learning and retention compared to traditional lectures or study methods that lack multimedia elements. Studies indicate that computer-based multimedia aids in both comprehension during class sessions and retention of information over time. However, it is crucial for the different media elements to complement each other effectively. When multimedia materials are used appropriately, they can enhance the learning experience by presenting information through both visual and auditory channels. On the other hand, excessive or irrelevant multimedia elements can lead to cognitive overload, hindering learning rather than supporting it.

Moreover, the use of multimedia in teaching has been shown to increase student satisfaction and motivation. Numerous studies have explored the positive attitudes of students towards technology-enhanced courses. For instance, a large study conducted by Shuell and Farber found that students generally held favorable views about the use of technology in their classes, though female students tended to rate it slightly lower than their male counterparts. Multimedia's role in enhancing learning has also been supported by other scholars, who emphasize its ability to create more engaging and effective teaching environments [3, 275].

The integration of multimedia into English language teaching has brought about new roles for both teachers and learners. For instance, multimedia tools can help teachers create a more interactive and engaging classroom environment, while simultaneously encouraging students to take greater responsibility for their own learning. Research has also highlighted the unique advantages of using multimedia to establish a rich and

immersive learning context. By combining different types of media such as text, images, audio, and video teachers can create a more comprehensive learning experience that appeals to various learning styles and strengthens students' understanding of the language.

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