Natalia Popova
Yaroslav Mudryi National Law Academy of Ukraine

Use of multimedia technology in efl classes

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. 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 Ukraine, 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. To join multimedia technology with traditional classroom English instruction does not mean 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 sub-skills of vocabulary and grammar.

Some specific objectives include: increasing students' awareness and understanding of their own learning processes; developing an autonomous attitude in students toward language learning; helping students recognize and incorporate pertinent strategies in order to motivate them learn on their own; encouraging students to think critically and express themselves reflectively. Using multimedia technology in the classroom: allows students to work individually at a computer station, at their own pace, and according to their own needs; helps teachers to deal more effectively with a large group of students; makes the introduction and presentation of content more dynamic and attractive for students; increases student motivation due to the interactive nature of the activities; trains students to self-monitor and self-assess their progress, which promotes autonomous learning; promotes a task-based approach to learning; allows students to experience real-life and communicatively meaningful language situations and contexts; introduces a variety of printed, audio, and visual materials that match different student learning styles and preferences.