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BOARD & CHALK VS MULTIMEDIA IN FOREIGN LANGUAGES TEACHING

Summary. The paper presents the up-to date approach to using multimedia within a classroom in comparison with traditional computer classes. The issue of multimedia technologies integration with traditional ones is discussed.

Key words: multimedia, traditional technologies, immersion into English-speaking environment, „student – teacher” partnership in academic environment.

With the development of Information Technologies the world of foreign language teaching techniques is crucially changing. The Internet has permeated every sphere of education, foreign languages included. There have appeared hundreds of local and foreign-based research materials on how to deal with the problem of up-grading the course materials in view of the overwhelming amount of students self-learning, independent of class activities technologies.

There have been several stages in incorporating computer technologies into foreign languages teaching. One of them, costly and ineffective, is creating computer classes. They proved to be cumbersome in dealing with the whole class of students where a teacher has lost his/her monitoring and organizing role and ineffective in presenting something new that students couldn't find on their own outside of class. So, **the aim** of incorporating the new technologies had to be based on lower cost and more effective methods of teaching in class rather than outside for self-learning.

To solve the above problem the department of Business Foreign Languages and Translation at the National Technical University of Kharkiv, Ukraine concentrated their efforts on more accessible multimedia classes with plasma screens to replace the old-fashioned but still usable TV and video-recorders.

So, **the subject** of the present article is integration of traditional and modern multimedia teaching technologies in teaching foreign languages as in-class activities, while **the object** of our interest are multimedia resources that best serve bridging the gap between the old era and the new one. **Nowadays the research of multimedia for foreign language teaching is abundant** [1; 2; 3; 4; 5; 6; 11]. Most of the studies, however, concentrate on other means (Internet resources, [6]; Web-based or CD-based multimedia [11, p. 115]) or alternative teaching methods [8, p. 68].

It's obvious, though, that introducing multimedia in class calls for a crucially new approach to teaching as a whole. Teaching practices focus mostly on linking the infinite world of the Internet with the classroom activities which requires remodeling the previous chain of teaching stages: introduction, exercise drill, communication. It doesn't matter which stage the multimedia penetrates, in all cases it serves a powerful tool of enhancing, intensifying and perfection of the material in use, be it a grammar rule, studying vocabulary or interactive communication via a video piece.

In the present study we are going to focus mostly on video fragments for oral communication intended for advance students who major in translation. Undoubtedly, it's also an effective and relative-

ly inexpensive way of students' immersion into the world of foreign language native speaking and listening comprehension. The major counterparts to the course book have become the plasma screen and the magic flash drive. These gadgets are inexpensive compared to the costly computer classes and even personal CD-players. Moreover, at the present stage of using multimedia in class even CDs are becoming obsolete.

So, the selection of the proper video material is not a hard task with versatile websites listed in most papers [11, p. 115; 7, p. 29]. It's choosing the right methods in incorporating the traditional and multimedia technologies that challenges the teacher. As a matter of fact, the students' skill, acquired prior to their immersion in the native speaking world rest on their previous study through traditional presentation of an enormous number of drilling exercises, even bits of recorder listening, but not the simulation of the real-life pieces of conversation or even lengthy parts of an actual lecture. Under these circumstances, a teacher should perform his/her role as a mediator by doing some preliminary work. It might be creating a set of introductory assignments that facilitate the perception of the video piece. It might even be engaging students in the search themselves (and this approach is also widely covered [8, p. 67; 6, p. 121] and approximates the method of projects). It might be a number of preview questions or even "in first/second/third view" tasks of a different nature.

In fact, one of the most essential objectives of immersion is overcoming students' fear of real-life communication [9, p. 696] by means of creating innumerable repetitions of simulated real-life situations. The multimedia approach is by far the best-suited for multiple repetitions aimed at training automatized skills. In this way knowledge and competence become practical skills.

So, multimedia may be viewed as a bridge between the former, more traditional methods of teaching (presentation and drill) and the most important communicative stage in our case of native speaking, immersion. Moreover, we have found supporting ideas in other papers: "... rather than working on way to separate technology from education, we rather need ways to combine them" [5, p. 30]; or "... when conducting multimedia teaching, teachers have to innovate their educational ideas timely, otherwise the advantages of multimedia teaching cannot be exerted with only the combination of blackboard and chalk converted into that of technology and screen. As a result, foreign language teachers are expected to convert their traditional ideas, to update their concepts and to accomplish the conversion in their role. That doesn't only mean handing over learning activities to students ... Due to their dominant role in class teaching, teachers are supposed to start from the general teaching aims to reasonably employ multimedia, to arrange teaching content and class activities certainly and scientifically, to create an atmosphere for students' active learning, hence making multimedia an organic part in teaching as well as a powerful tool

to improve teaching and satisfying teaching demands to the largest degree" [8, p. 67]. Indeed, there is no way for traditional methods substitution or replacement, there is only a need to sensibly combine them to the best effect in teaching.

The development of multimedia approach and methods go hand in hand with that of the innovative approach of engaging students into partnerships with teachers. In our experience of students' project-making there opened new horizons in many disciplines. Thus, the students' search for bits or video examples of genres and styles led them to create their own videos of reciting Shakespeare's sonnets in the old epoch surroundings to exemplify the poetic style in the course of stylistics (one can only imagine the amount of work and search in making such a project). Similarly, in the course of lexicology the teacher encourages the students to create their own learning environment by sharing their new multimedia discoveries and bringing their bits on a flash drive to be watched with other students in class. The video fragments played in class often contain pieces in different accents and dialects from certain web sites recommended by the teacher. In this way the student-teacher partnership approach repeats itself on at least three stages: the teacher's guidance in the students' search for the appropriate selection of the video piece, his/her monitoring the classroom activities (and, often, giving the students their freedom in processing the chosen material based on prior theoretical guidelines), and, finally, making the presenters, the students themselves, experience themselves in a teacher's role.

Actually, multimedia in class is adaptable to any discipline imaginable. Another example is Legal Translation course which has been developed by incorporating bits of multimedia into a traditional lecture. Interestingly, it was the students' idea to use the episodes from American popular drama series featuring celebrated New York lawyers and their professional environment in a corporate law firm. The video pieces had a great success bringing animation, variety and ready-made scenarios for role-playing and real-life background to the routine legal vocabulary and phrase-learning.

Moreover, as multimedia in class developed on a par with the search of new forms of old and modern approach combination, the students themselves came up with the idea of using multimedia in their scientific research presentations. One example of such creativity was the students' combination of overhead projector text with video pieces from screened versions of "chicklit" novels. Needless to say, the show made a tremendous impression on the whole audience.

The above examples of multimedia approach implementation could only be possible due to the following factors:

1. A long-term history of using video classes as predecessors to multimedia classes with plasma screens by all the teachers.

2. The teachers' "innovative drive" at the department that has long positioned itself as a master-class for using non-traditional, creative and innovative methods like performances of English miniature Theatre or poetic/literary Translation Contest. As justly put by Zhuo Zhu [6, p. 67], "I have come to realize in my teaching practice that whether multimedia English teaching can achieve success depends on whether a teacher has innovative spirit, owns innovative education ideas and employs teaching methods and means creatively".

Among the major functions of Multimedia applications (informational, systematizing, motivating and developing) the predominant target in teaching translation is immersion of students into the English-speaking native environment, which is also the simulation of the real-life communication. This factor is particularly important

for Ukraine as a country with the post-Soviet legacy of the absence of English-speaking environment.

However, there is an obvious disconnect between the students' access to multimedia at home and the multimedia pieces they are offered in the classroom. Such activities as socializing, studying or the Internet, shopping, search for the material are done outside the classroom, while within the classroom they are mostly offered printed text, chalk & board, listening to the teacher, and, if they are lucky, short video views. According to our foreign colleagues, "this disconnect is troublesome. The traditional print-driven curriculum raises a number of barriers to access and learning" [11]. We can agree with this statement, but only partially, since multimedia integration takes up only a minor part of the typical curriculum. It is aimed at strengthening facilitating, adding and simulating, but in no way substituting the major guidelines of the curriculum. In other works, multimedia in the classroom is aimed at quality, whereas any curriculum entries can be regarded in terms of quantity.

Keeping in mind the above features of multimedia technologies and the necessity to develop the long-term memory of translators/interpreters, it is advisable to remember Dale's Cone of Experience cited by B. Klimova [11, p. 114]:

People generally remember:

- 10% of what they Read;
- 20% of what they Hear;
- 30% of what they See;
- 50% of what they Hear and See.

One may agree that to achieve the 50% of memorizing the material students may combine what they hear from either the teacher or the tape, and see pictures in their course book. But it's only multimedia that combine these two senses in one and has a different psychological effect as eye-catching, appealing, intensifying and stimulating, time-saving and natural for students.

To proceed with Dale's description, the more complicated multimedia technologies of stimulating Read Experience (in our case part of immersion into the natural English-speaking environment) yield 70% of students' memorizing of what they say and write (in our case the drill stage which combines multimedia presentation with specially developed view of extensive writing-speaking exercises based on the presented vocabulary and grammar).

The culminating stage of stimulating native natural English-speaking environment yield 90% of what they do, and it is clearly compatible with the final stage of learning real-life communications. The embodiment of this final stage in multimedia technologies is, undoubtedly the method of students' projects presented for the whole class, which in turn develops their practical communication skills and improves teaching efficiency to the highest degree.

Quite a number of studies focus on types of multimedia in general but don't differentiate their field of application, within of outside the classroom [10; 13]. For example, most researchers mention CD-ROM disk, satellite, TV-programs, ready-made audio-visual materials, E-mail messages, EWB-pages, talking books, text-to-speech software, synchronous highlighting of the printed text, etc.

However, there is a borderline in teachers' use of the above in spite of their efficiency on all stages of learning. They should be divided into those which are easy to use in the classroom and those meant for students' independent work. For example, synthetic text-to speech programs, including web-based text which can be read aloud, with or without synchronous highlighting of the printed text are too time-consuming for usual course classes. At the same time CD-ROM storybooks which offer digital text combined with illus-

trations, speech and sound are good and effective for both home & classroom activities. They are especially appropriate for home-reading class session. In addition, they are ready-made and easy-to use.

Video and videodisks have a wide scope of application to introduce the students to a real-world context. They also are ready-made, not time-consuming to work with and can be applied in a range of disciplines.

The most complex type of hypermedia (hyperlinked multimedia) needs linkage of text, audio, graphics, animation and video via hyperlinks. It can rather be regarded as a supplementary intensifying technique at advanced stages of learning, since it can use the additional tool of hyperlinking to Web-videos, glossary entries to be supplemented with comprehension questions. It might be recommended for classroom and outside integrated activities. In fact, in the Translation course this one can be applied to several disciplines.

In addition to the above-mentioned functions of multimedia in teaching foreign languages there is another domain of its application worth discussing, namely, student-centered learning. It clearly leads to strengthened interaction between teachers and the students. According to S. Malik [13, p. 468], "Apart from the fact that multimedia can provide educators and students with endless possibilities of quality teaching and learning, taking vital considerations of the pedagogical strengths and limitations of multimedia, it can be used to its fullest potency and reach the eminence of "New Educational Technology Tool".

Furthermore, the same authors advocate the teacher becoming "Guide on the Side" rather than "Sage on the Stage", which seems to be controversial.

The role of the teacher becoming a moderator in a classroom with a plasma screen does not necessarily weakens his/her role of a guide in circumstances when there is need to tie up the preliminary tasks of choosing, modifying and creating the right video with the following tasks of its class presentation and further drill of the necessary elements. On the contrary, we have noticed that in our experience the role of the teacher as an organizer of the whole chain of pre-, while and post-multimedia activities expands. In this way the teacher's guidance plays the predominant role in achieving the desired effect from introducing multimedia, with guidance as Educational Technology intertwined with an innovative specific method of teaching foreign languages. Thus, the role and importance of the teacher's presence substantially increases.

It is this very factor that heightens the student's importance and therefore simultaneously heightens the teacher's role. The explanation is simple enough: multimedia technologies in class reach well beyond the time and place of their use in the classroom and thus extend the amount of work for their implementation.

Among the other benefits of multimedia learning and teaching which are really practiced throughout the world are building students' confidence, stress reduction, building fluency and reading comprehension, increasing engagement and motivation [14].

In our experience, this is a powerful tool for a number of disciplines: home-reading sessions, teaching new vocabulary, etc.

As for video/videodisks they mostly present to students a real-world context, and this is a necessary feature in students' native-speaking environment immersion. The same is true about hypermedia which also leads to inside and outside classroom techniques integration. According to some researches [12], with hypermedia, teachers can help a variety of learners to overcome barriers of printed text. Overall, with hyperlinks student can access them

individually, and on demand, which, once again, emphasizes integration with outside class activities.

Conclusions. It is crucial to find ways to properly combine traditional resources (course book, printed material, board and chalk) with multimedia. In Post-Soviet countries with heavy legacy of non-existent English-speaking environment using multimedia for students' immersion becomes a must.

It is important to develop classroom multimedia techniques and integrate them in a chain of preliminary multimedia search – classroom presentation – postview drill/revision.

Multimedia for teaching foreign languages becomes a powerful application in student-centered learning. Therefore the method of students' projects (the preliminary stage) under teachers' guidance paves way to further strengthening student-teacher partnership in achieving their common goal.

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Бадан А. А. Класна дошка та крейда на противагу мультимедіа у викладанні іноземних мов

Анотація. У статті подано сучасний погляд на використання мультимедіа в навчальній аудиторії порівняно з традиційними комп'ютерними класами. Розглядається питання інтегрування мультимедійних методів із традиційними.

Ключові слова: мультимедіа, традиційні технології, занурення в англomовне середовище, партнерство «викладач – студент» у навчальному процесі.

Бадан А. А. Классная доска и мел в противовес мультимедиа в преподавании иностранных языков

Аннотация. В статье представлен современный взгляд на использование мультимедиа в учебной аудитории в сравнении с традиционными компьютерными классами.

Ключевые слова: мультимедиа, традиционные технологии, погружение в англоговорящую среду, партнерство «преподаватель – студент» в учебном процессе.