

THE ROLE OF MULTIMEDIA IN SHAPING ELT PRACTICES: INSIGHTS AND CHALLENGES FROM MALAYSIA TO UZBEKISTAN

Azizova Durдона Avzabek qizi
Nordic International University
Department of Foreign Languages

d.azizova@nordicuniversity.org.

Abstract: *This article explores the problems and potential for using multimedia into English Language Teaching (ELT) in growing countries such as Malaysia and Uzbekistan. It addresses frequent misunderstandings regarding the function of multimedia, such as the idea that technology alone can improve education, as well as practical challenges in remote locations. The paper highlights the necessity of teacher training in properly incorporating technology into education, arguing that multimedia should supplement, rather than replace, traditional teaching approaches. It also criticizes the Bandwagon Theory, which encourages the adoption of current trends without regard for local educational requirements, and advocates for more culturally appropriate, context-specific approaches to multimedia use in ELT.*

Key words: *language learning, multimedia-assisted learning, bandwagon hypothesis, misunderstanding, Malaysia's experience, long-term, challenges, teacher training, educational policy, technological trends, classroom-teaching, a language proposal.*

Annotatsiya: *Ushbu maqola Malayziya va O'zbekiston kabi rivojlanayotgan mamlakatlarda ingliz tilini o'qitishda (ELT) multimediyadan foydalanishning qiyinchiliklari va imkoniyatlarini o'rganadi. Unda multimedia funksiyasi bilan bog'liq keng tarqalgan tushunmovchiliklar, masalan, texnologiyaning o'zi ta'limni yaxshilashi mumkinligi haqidagi g'oya, shuningdek, chekka joylardagi amaliy muammolarni hal qiladi. Maqolada multimedia an'anaviy o'qitish yondashuvlarini o'rnini bosmasdan, to'ldirishi kerakligi ta'kidlab, o'qituvchilarni texnologiyani ta'limga to'g'ri kiritish uchun tayyorlash zarurligiga urg'u berilgan. U, shuningdek, mahalliy ta'lim talablarini hisobga olmasdan, joriy tendentsiyalarni qabul qilishni rag'batlantiradigan yuksalish nazariyasini tanqid qiladi va multimediyadan foydalanishga ko'proq madaniyatga mos va kontekstga sezgir yondashuvlarni himoya qiladi.*

Kalit so'zlar: *til o'rganish, multimedia o'rganish, g'olib gipotezasi, tushunmovchilik, Malayziya tajribasi, uzoq muddatli istiqbol, muammolar, o'qituvchilar malakasini oshirish, ta'lim siyosati, texnologik tendentsiyalar, sinfda o'qitish, til ta'minoti*

Аннотация: *В этой статье исследуются проблемы и потенциал использования мультимедиа в преподавании английского языка в развивающихся странах, таких как Малайзия и Узбекистан. В нем рассматриваются частые недопонимания относительно функции мультимедиа, такие как идея о том, что технология сама по себе может улучшить образование, а также практические проблемы в отдаленных*

местах. В документе подчеркивается необходимость подготовки учителей для правильного внедрения технологий в образование, утверждая, что мультимедиа должна дополнять, а не заменять традиционные подходы к обучению. Он также критикует теорию подъёма, которая поощряет принятие текущих тенденций без учета местных образовательных требований, и выступает за более приемлемые с культурной точки зрения и контекстно-зависимые подходы к использованию мультимедиа.

Ключевые слова: *изучение языка, обучение с использованием мультимедиа, гипотеза победителя, непонимание, опыт Малайзии, долгосрочная перспектива, проблемы, подготовка учителей, образовательная политика, технологические тенденции, классное обучение, языковое предложение.*

Developments in ELT are cycling in emerging nations, according to the article. As some trends seem to become primary for education, the bandwagon hypothesis is commonly applied in this field. In the ELT environment, labs with audio recordings, educational television broadcasts, and computer-assisted language learning (CALL) were utilized, for example. Even in institutions that exhibited language laboratories as a technique for Computer Assisted Language Learning Laboratories, CALLL was widely used (CALLL). However, in rural areas like Malaysia, teachers' desire towards multimedia-assisted learning was limited by the lack of funds. Many organizations manufacture multimedia goods for academic purposes, and substantial sums of money are dedicated in this process, which is one of the reasons for Malaysia's drive into multimedia. Furthermore, established publishers are developing multimedia-based textbooks as "smart schools" increasingly employ computers in instruction. However, especially the developing world, there are several misunderstandings concerning the use of multimedia in ELT. To begin with, many individuals feel that language classes should resemble laboratories. Computer-equipped classrooms may be both financially and logistically challenging.

Teachers had a misunderstanding regarding whether or not this was a new technique. Second, there was a concept that utilizing "teaching courseware" in ELT might "guide" classroom teaching-learning. Teachers in the past faced a problem due to a lack of courseware and an excess of materials. This term, instructors' roles were diminished. Finally, some people believed that teaching courseware might be included into language teaching approach. The teacher course materials seems to have its own script and guidelines, and it was generally focused toward testing rather than educating. LCD projectors made learning and teaching so strange that they created again another barrier in the classroom. The usage of multimedia enhances the learning and teaching environment, as the essay demonstrated. However, multimedia has drawbacks, such as prioritizing learning style over instructional techniques. Many students were more "experiential" than "studial," and they had a vision of multimedia as

providing more features than textbooks could. To sum up, multimedia may be counterproductive in terms of education since it sends out the incorrect signals in both of pedagogy and philosophy. This risk was evident in Malaysia's educational system, which moved the economic growth and educational organization in the wrong path. After reading this essay, I learned that there are a few key aspects to consider while creating content. First and foremost, I strongly believe that contemporary technology does not necessarily produce the finest educational facilities. The report clearly explains how many anticipated AI technology to transform Malaysia's educational system, but they fell short of expectations. In Uzbekistan, I suppose we might see the similar situation. There have been many changes in the educational system and the focus on generating resources in recent years.

Uzbekistan invested a lot of money to equip all educational establishments with current technology, but it didn't seem to have a great impact on student efficiency in my opinion. There are several explanations behind this belief. Even while the lessons were supplied with technological advancements, there was a shortage of instructions on how to utilize them, as Malaysia discovered. Furthermore, I believe that many teachers are unsure to include digital technologies into a class because they feel that teaching and utilizing technology are separate components. Furthermore, there was some confusion as to whether this invention represents a new method or an improve the effectiveness and efficiency the arrangement of a lesson. Instead than spending a significant portion of the cash on current technology in the classrooms, I believe it would be more helpful to focus on teacher training. So that they may use pedagogical strategies to combine technology and linguistic abilities in a class. Malaysia's experience with multimedia materials must be considered in Uzbekistan, and the Bandwagon Theory should be avoided. The reading list elaborates on the impact of multimedia resources on the educational system and language instruction. To begin with, it is understandable that many teachers want to avoid adopting novel teaching methods and resources in their classes. Teachers should focus on what "works" and choose practices from their knowledge base that meet their aims, as Tomlinson (2010) points out. One of the reasons why teachers struggle to create resources for their classrooms is because of this.

This experience provided me that writing a language proposal is dependent on a number of things, including financial and educational criteria. According to Kamwangamalu (2011), "Language planning has been defined as a government-authorized, long-term, continuous, and purposeful endeavor to modify a language's use or structure in society for the goal of correcting language difficulties," (p. 888). However, it was evident from the article that the government's choice on multimedia resources was not suitable as a speech proposal at the outset. It is clear

that teacher's role as stakeholders was not considered. Furthermore, as an example of the impact of involving suppliers in the education field, there are some interconnections between this material and other course readings.

For concluding the former ideas, these following aspects would present. The main 5 aspects of multimedia integration in English Language Teaching (ELT) in rising countries like Malaysia and Uzbekistan:

1. Challenges of implementing Multimedia in ELT: One of the main concerns is a misunderstanding of the role of multimedia in education. Many people believe that classrooms should resemble high-tech laboratories, which can be costly and logistically difficult, particularly in rural places with little resources. This misperception frequently leads to an overreliance on technology, with the belief that just adding multimedia tools will immediately improve educational outcomes.

2. Teacher training as a priority: Teachers in Malaysia and Uzbekistan have struggled to integrate technology into their classes due to a lack of sufficient pedagogical training. As a result, it is critical to prioritize professional development programs that provide educators with the ability to use multimedia resources into their instructional approaches. This would enable teachers to successfully blend pedagogical practices with technology, improving the learning experience while maintaining traditional teaching approaches.

3. Pedagogical considerations over technological trends: It is also critical to remember that technology should not drive pedagogy. The use of multimedia in education should be considered as a supplement to current teaching methodologies rather than a replacement for them. According to Tomlinson (2010), instructors should focus on what "works" in their classrooms based on their own understanding and student needs. Technology should be used to enhance rather than dominate learning. The desire to jump on technology "bandwagons" often results in the adoption of technologies without fully comprehending how they contribute to educational goals.

4. Cultural relevance of multimedia technologies: It is possible that the usage of multimedia technologies in ELT does not always correspond to the cultural contexts in which they are being applied. For example, educational methods implemented in Western contexts may not necessarily be acceptable or practical in non-Western settings. This includes developing region-specific digital content that takes into account local languages, customs, and teaching styles, ensuring that the resources are relevant and valuable to both teachers and students.

5. The Bandwagon effect in educational policy: The Bandwagon Theory, which states that governments and organizations will adopt trends just because they are popular, can be problematic in education policy. In both Malaysia and Uzbekistan, there appears to be a tendency to follow worldwide trends, such as multimedia integration, without examining whether these trends are appropriate for teachers' and students' specific requirements. This can lead to resource misallocation and the establishment of policies that fail to address education's underlying concerns. To prevent this mistake, teachers must provide input and be involved as stakeholders in policy decisions.

References:

1. Kaiser, D. J. (2018). Growing your opinion: Teachers as writers of Language Planning and Policy Proposals. Webster University.
2. Kamwangamalu, N. M. (2011). Language planning: Approaches and methods. In Handbook of research in second language teaching and learning: Volume 2 (pp. 888–904). New York: Routledge. <https://doi.org/10.4324/9780203836507.ch53>
3. Tomlinson, B. (2003). "Developing Principled Frameworks for Material Development".
4. Djamalutdinova, B., Nazarova, F., & Saidakhmatova, G. (2024). A STUDY ON HOW THE CHOICE OF SIMPLE VERBS VERSUS MORE COMPLEX VERB PHRASES IMPACTS PERCEIVED MEANING AND ASSUMPTIONS IN DISCOURSE. В THEORETICAL ASPECTS IN THE FORMATION OF PEDAGOGICAL SCIENCES (Т. 3, Выпуск 5, сс. 17–22). Zenodo. <https://doi.org/10.5281/zenodo.10784332>
5. Узакова, М. Х., & Саримсакова, Г. М. (2020). МЕТОДЫ И ПРИЁМЫ РАБОТЫ НАД СТИЛЯМИ РЕЧИ НА УРОКАХ РУССКОГО ЯЗЫКА В УЗБЕКСКОЙ ШКОЛЕ. *Вестник науки*, 4(10), 14-21.
6. ISTIQBOLLARI" MAVZUSIDAGI XALQARO ILMIY-AMALIY KONFERENSIYA 2023-yil, 22 - noyabr CHET TILINI IMKONIYATI CHEKLANGAN BOLALARGA O'RGATISHNING AHAMIYATI VA USULLARI. **Durdona Azizova Avazbek qizi** Nordik

Xalqaro Universiteti Xorijiy tillar kafedrasi, Katta o'qituvchi
<https://doi.org/10.5281/zenodo.10157191> Annotatsiya. Bu maqolada chet tillarini, (asosan
2023 / [Science and innovation](#)