Using multimedia in the English language classroom

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ABSTRACT

The topic of the MA dissertation embraces the field of computer mediated language learning applied in the English classroom. The author’s goal is to discover the effects of the multimedia use in foreign language teaching. The background of computer enhanced language learning has been developing dynamically for the last decades and numerous technological possibilities have been introduced that influence the learning process. Having analysed the history of technology enhanced classroom thoroughly it is obvious that multimedia offers numerous opportunities for learners of foreign languages regardless of their age, learning styles, the level of difficulty. Owing to the thorough literature review it became possible to learn about and understand the use of multimedia tools as well as their implications for its future. The dissertation is divided into four parts, three of which present theory regarding Computer Assisted Language Learning based on professional and scientific literature review, one chapter is empirical, devoted to the conducted survey.

Keywords: Computer Assisted Language Learning CALL; Multimedia in the classroom; Internet tool used in the classroom teaching; PowerPoint presentations; Interactive White Board

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INTRODUCTION

The first chapter opens with the definition of Computer Assisted Language Learning (CALL), and provides the historical review of its development. This part present the change of the learning approaches, from the behaviourist, communicative to integrative together with technological expansion. The second chapter concentrates on the description of the Computer Mediated Communication tools (CMC). Every tool is explained in detail, including with its function and purpose. It also lists the advantages and disadvantages of multimedia use. Moreover, it includes the role of the teacher in the classroom, and possible multimedia applications in the foreign language learning, particularly the Interactive White Board and PowerPoint presentations. The last chapter focuses on the analysis of the conducted survey regarding the influence of multimedia use in English teaching. The survey supported many multimedia advantages, its usefulness, and effectiveness.
CHAPTER ONE

COMPUTER-ASSISTED LANGUAGE LEARNING (CALL)

1.1. Introduction

The spread of computers and Internet have caused noticeable expansion of the use of technology in foreign language instruction (Levy, Hubbard 2006: 1). The Internet is an essential part in today’s foreign language classroom and the lives of the students. Therefore, it is the central focus of CALL. The first applications of computer technology as the means for FL teaching were introduced in 1960s on mainframe computers. Throughout the decades there was the development of CALL, it was taking different forms and expanded. CALL is the central acronym that stands for the studies on second language teaching and computer technology. However, earlier practitioners used various acronyms to specify the exact purpose (Davis 2008: 623).

1.2. Definition of CALL

Computer Assisted Language Learning (CALL) refers to studies concerned with second language and computer technology. Levy (1997: 1) defines CALL as “the search for and study of applications of the computer in language teaching and learning.” The main goal of CALL is to “improve the learning capacity of those who are being taught a language through computerized means” (Cameron 1999: 2). Stockwell (2012: 1) describes Computer Assisted Language Learning as “the approach to teaching and learning languages that uses computers and other technologies to present, reinforce, and assess material to be learned, or to create environments where teachers and learners can interact with one another and the outside world.”

CALL is the oldest term that was based only on text-only courseware to multimedia (text accompanied by sound and still or motion illustrations) where the user interacted with media-augmented software (Cameron 1999: 13-14).

1.3. Origins of CALL

Computer Assisted Learning (CAL) and Computer Assisted Instruction (CAI) are the terms that predate CALL. Computer Assisted Language Instruction (CALI) was firstly adopted in the name of the organization: Computer-Assisted Language Instructed Consortium (CALICO), the main professional organization which serves for studying technology and language, it was established in the United States in 1982 (Blake 2008:49).

The United Kingdom is the country where the term CALL has its origins, reflecting a student-centered focus on learning rather than instruction. The exact time of the appearance of the term CALL is not known, however, the earliest document in which this term is used is in a conference paper written by Davies and Steel in 1981. By 1982 CALL was widespread and commonly used (Davis and Steel 1981, as cited in Thomas et al. 2013: 20).

Technology Enhanced Language Learning (TELL) is an alternative term to CALL and emerged in 1980s, its purpose was to provide more accurate description in accordance to conducted activities within CALL (Levy 1997: 81). The TELL Consortium that was founded in 1993 incorporated TELL in the journal of CALL-Austria as TELL&CALL. The academic community that was working on integration of computer technologies with language learning
noticed the necessity to change the original term and acronym. It was connected to the fact that practitioners and theoreticians thought alike; emerging technological applications and tools were the potential for enhancing rather than just assisting language learning and classroom practice (Thomas et al. 2013: 20). There is distinction of five main areas that contribute to the overall understanding of TEL:

- the design area- which is connected to creating new learning activities,
- The computational area- the technological possibilities,
- The cognitive area- the part that concentrates on potential possibilities of acquiring knowledge by an individual within certain conditions in different types of contexts,
- The social and cultural area- the field that examines making-meaning, participation, and the choice of the activities depending on the place (e.g. school, informal settings, workplace),
- The epistemological area- the focus on the design and the way of using technologies (Balacheff et al. 2009:7).

1.4. The historical line of CALL

Warschauer (1996: 3-20) identified in his book three changing phases of CALL. The classification was done taking into consideration their pedagogical and methodological approaches.

- Behaviourist CALL

This phase was defined by the dominant behaviourist theories of learning of Skinner. Technological limitations of computers in 1960s to the earlier 1980s also contributed to behaviouristic CALL coming into existence. The theory relied on information observation, practice, and reinforcement through praise. It was believed that learning operates through conditioning, and the responses to environmental stimuli can shape people's behaviour. The behavioural period was expressed by the audio-lingual method which was the result of the need for language proficiency in listening and speaking during Second World War. The central elements of instruction were drilling, repetition, and habit-formation. Computer was considered to be the perfect machine for language learning as it did not get bored with learners and could present material at the students' pace. This period was full of programs that were designed to give stimulus for the students, encouraging them in giving responses. More developed programs offered remedial activities as the reaction to the students' mistakes (http://opencourses.uoa.gr/courses/ENL10/). This phase was created in 1950s, and 1960s and 1970s was the time of its implementation. The computer substituted the tutor, and provided instructional materials for the learner. The characteristic of that time was that there was focus mainly on drill and practice programs (Warschauer 1996: 3-20). The late 70's and early 80's was the time when behaviourist approach was rejected at a theoretical and a pedagogical level. It was claimed that over-emphasis on repetition and accuracy did not develop (http://opencourses.uoa.gr/courses/ENL10/).

- Communicative CALL

Communicative CALL came from communicative approach to foreign language teaching, this period spanned 1970s and 1980s. The computer still served as a vehicle for practicing language skills. The difference was that it pushed drills away and gave more choice
for a student, with better control and interaction (Warschauer 1996: 3-20). It was born as the reaction to the audio-lingual method.

This approach focused on language as a communication medium. It was realized that language served as the medium for getting things done, to express likes, dislikes, and find directions to a place. Moreover, grammar was taught in the implicit way, not explicitly as it was earlier. Computers were the source for stimulating discussion, writing and critical thinking. In the communicative approach, students created their own, original utterances. The programmes avoided pointing out students' mistakes and was more flexible to the students' responses.

Communicative approach concentrated on task-based, collaborative activities. The computer served as a teacher, stimulus for discussions and critical thinking, and as a tool that enables using and understanding language. In contrast to drill and practice, the correct answer involved students' choice, control and interaction. Computer was seen as enhancing active participation in the learning process, and used the exercises beyond multiple-choice and fill-in questions. It was proved the use of graphics and sound retained students' attention for longer period of time from traditional methods. Computer as Tutor included multiple-choice and true/false quizzes, gap-filling exercise/cloze, matching, re-ordering/sequencing, crossword puzzles, games (http://opencourses.uoa.gr/courses/ENL10/).

- Integrative CALL

In this phase, the breakthrough was made by two innovations, namely multimedia and the internet. These two were a cutting-edge technology advancements that became popular by the mid-1990s (Warschauer 1996: 3-20). Teachers moved away from cognitive view of communicative teaching towards social where the emphasis was put on the language use in the authentic social context.

The listening, reading, writing, and speaking were integrated and the technology was fully adopted in the language learning process. Multimedia was believed to create more authentic learning environment where the language skills could be easily integrated. Moreover, students had more control over their learning through hypermedia and it facilitated the focus on the content. The Internet enabled the search through enormous number of files from around the world within minutes to find and access materials especially tailored to the person's interests. It engaged students as they could use the Web to publish their text and multimedia and share it later with the other course participants. The purpose was for students to gain communicative skills in a direct, inexpensive and convenient way. (http://opencourses.uoa.gr/courses/ENL10/).

Presented above time line (Figure 1.) was designed by the author on the basis of literature review (Lin 2009 Levy 1997). It illustrates the speed with which technology continues to advance together with methodological developments, and associated approaches.

The first chapter is divided into periods of time, and for each the author includes two or three projects in chronological order. The examples illustrate the kind of the activity that was happening at the particular time.

Projects differ greatly in the aspects such as scale, funding, and the aim, therefore, provide understanding of nature of the activities in the certain time frame. In the 1960s and 1970s there is description of the PLATO and TICCIT projects. In the 1980s the author provides Storyboard and ALLP Project. The International Email Tandem Network, the CAMILLE, and OLA are presented in the 1990s.
1.5. CALL in the 1960s and 1970s

The United States is the country where the most of CALL early activities took place. CALL programs in years 1960s to 1970s served as tutor and drillmaster, thus, were perceived as a mean to reduce teachers’ burden from repetitive tasks in the classroom. In this way teachers could concentrate on communicative activities, and track students performance, providing remedial work if needed. It also enabled students to receive immediate feedback on their errors. From pedagogical point of view, language instruction was led by behaviourist model of cognitive theory, therefore, the main focus was on repetitive practice and giving positive and negative feedback. Although audio-lingual method drew the attention to oral skills, it also emphasized drill-and-practice which reflected the constant belief in grammar significance that has its roots in grammar-translation method (Thomas et al. 2013: 21).

The most famous mainframe projects at that time were; PLATO project (Programmed Logic for Automated Teaching Operations) and TICCIT project (Time-shared Interactive Computer Controlled Information Television) which appeared as soon as software developers realized that drill and practice exercises were already programmable on the computer because of their routine character and limited possible answers (Levy 1997: 15).
1.5.1. The PLATO Project

The PLATO project started in 1960 at the University of Illinois, and its 4th edition was the most successful, reaching its peak in the mid- to late 1970s. PLATO was the groundbreaking program that offered students impressive variety of computer language activities. Among them there were tasks for vocabulary, grammar and translations which required seventy hours to complete. Moreover, those materials enabled getting corrective and diagnostic feedback, grammar and spell checkers (Levy 1997: 15).

The main characteristics of PLATO IV project were:

- the plasma graphic terminals, that enabled displaying animation and rendering graphics,
- multimedia capability,
- the touch screen input option,
- centralized storage and delivery of large amounts of instructional material,
- online community space where it was possible to play games by multiplayers (Blake 2008: 51).

The advanced features of PLATO project were the stimuli to the development of the key capacities such as touch-screen hand-held technologies and media-rich information. The PLATO project was designed to provide interactive, and self-paced instruction for a big number of students. The first project was modified and three another improved versions were created. PLATO installed many terminals at the University of Illinois, and according to data there were over 50,000 hours of logged language instruction per semester (Levy 1997: 15).

The PLATO project had three main drawbacks. Firstly, it required specific equipment; terminals could be only located everywhere where there was a phone connection. Secondly, the cost of subscription was the disadvantage of this project. Thirdly, the biggest shortcoming was long-distance phone chargers that had to be accrued when accessing the system. The project succeeded as a big instructional platform that delivered enormous amounts of language instruction in numerous languages to many students. By the means of TUTOR programming language, the materials for learning many languages were developed, including German, French, Chinese, Hebrew, Latin, Russian, Spanish, ESL, Swedish, Hindi, Swahili. The traditional grammar drills-and-practice lessons were accompanied with lessons constructed for German phonetics, Chinese tone recognition, reading practice and English literature (Hart 1995, as cited in Thomas 2013: 22).

1.5.2. The TICCiT Project

The Time-Shared, Interactive, Computer Controlled Information Television (TICCiT) was a joint project of the University of Texas, the Mitre Corporation and Brigham Young University (BYU) that began in 1972. In that period computer availability resulted in the interest growth in CALL. More and more students were exposed to specifically written or modified applications by teachers who developed their skills in that direction and created programs that suited language learning situations (Davis, Elder 2008: 625).

Its main objective was to develop remedial English and mathematics by combining computer and television technologies. The role of the system in television was to present information and examples. The student was given more freedom in the learning process, unlike the older instructional software that controlled student and forced him to follow certain pathway through lessons, directing him depending on his performance, and suggesting the
level of difficulty and how much help he could receive. The learner could select video that he was interested in, then the message was passed to an operator who loaded the chosen tape and played the program, then the signal was routed to the television at the student’s workstation. The course way was designed in a way that a student could move freely; skip, go back, repeat, or ask for more details and help. Developers were already aware of learning principles, namely: independent and self-determined learning, student-orientated system and flexible access (Anderson 1976, as cited in Thomas 2013: 22).

Grant funding expired in 1977, therefore, TICCIT moved to BYU where it involved languages such as French, ESL, German, Italian, and Spanish. The summary of what parts had been completed by students were displayed for students in courseware. There was also an advisor function that could suggest what the participant’s next steps should be, but still in accordance to the original TICCIT policy of learners autonomy, student could decide what exercises and in what order he wants to do. It has been proved that TICCIT project brought significant performance advantage in comparison to the conventional learning classes, however, teachers and students were not satisfied. It was also noted a big decrease in the course completion by many learners. It was assumed that it could be caused by self-paced instruction as it is difficult for many to follow their own instruction (Lin 2009:6).

Jones (1995: 96) is known to create the best course for German grammar that lasted until 1992 and then was replaced by CLIPS (Computerized Language Instruction and Practice Software) which is a microcomputer-based version. CLIPS is present until now for languages: English, ESL, and Spanish grammar. German TICCIT required the use of expensive hardware to run the program, therefore, it was only available at BYU. Presently, CLIPS format can be used by other institutions as well.

According to Olsen’s (1980, as cited in Thomas 2013:23) survey on CAI use that was conducted in 1978-9, appeared that the top three languages were French, Spanish, and German. The departments that said they did not used those programs indicated number of common reasons as follows:

➢ high price of equipment,
➢ necessity of program development,
➢ unwillingness towards machine to teach languages,
➢ the need to train personnel,
➢ lack of ready-made programs.

These problems continually appeared throughout decades, especially the issues connected with typing and displaying foreign characters. When it finally was possible to display the text with foreign characters, there was still problem with fonts standardization containing different characters from those that were used in European languages. The diversity of foreign character fonts emerged for Hebrew, Arabic, and Russian, and even special boards for typing and displaying Chinese symbols were created. However, it was expensive and dependent on locally installed hardware and software. The Unicode consortium worked for 20ty years to resolve this problem by establishing a universal character encoding system (Olsen 1980, as cited in Thomas 2013:23 ).

There was also some CALL activity noted down in the United Kingdom at that time. Rex Last had been working on CALL materials development on a mainframe computer at the University of Hull in the 1970s. Last created the authoring package called EXERCISE that provided plenty of drill-and-practice activities for students of German and Dutch. The big
disadvantage was that Lars’ materials could not be used anywhere else than at that University where they were created (Last 1984, as cited in Thomas 2013:24).

1.6. The microcomputer as the main tool in CALL in the 1980s

The emergence of the first affordable microcomputers caused their increasing number in educational institutions such as primary and secondary schools. Moreover, it had direct and dramatic impact on CALL and technologically-enhanced applications for language learning. Apfeldeutsch (Williams at al. 1981, as cited in Thomas at al. 2013: 25) is the example of the first complete CALL packages that appeared in 1980s. It provided a big number of drill-and-practice exercises for beginner students in German, which ran on the Apple II computer. The biggest problem at that time was the microcomputer compatibility. There were many microcomputer manufacturing companies, and each of them had different operating systems. As a result programs could not be exchanged between institutions, therefore, software publishers faced the problem of the computer choice to achieve profitable sales. The early 1980s was the period of microcomputer boom, resulting in numerous publications on CALL and foundations of associations such as CALICO in the United States in 1982 and EUROCALL in Europe in 1986 (Thomas 2013: 25).

Although early minicomputers had the drawback of limited graphic options and monochrome displays, they were able to give plenty of possibilities for the practice with text. From the language teaching perspective one step backward was made in the early 1980s. Despite communicative approach establishment, the companies produced plenty of grammar and vocabulary practice programs, known as drill-and-practice or ‘drill-and-kill’. CLEF (1985) and TURO II belonged to more imaginative programs with a semi-intelligent approach. Those programs were created to give extensive tutorial sequences, analyses on errors, and feedback. There was the constant work on CALL development, resulting in artificial intelligence (AI) coming into existence. AI used semantic and syntactic parsers to process natural language responds that students give. The Spanish games for communicative practice Juegos Comunicativos (Feustle 1987: 708), and the German spy game Spion (Sanders 1995: 114) were the consequence of the earliest attempts to produce minicomputers with AI-software. Spion is a German language adventure game meant for college language students that appeared in 1981. These programs were the reflection of the current classroom methodology that concentrated on communicative competence and proficiency (Taylor 1987, as cited in Thomas et al 2013: 25).

1.6.1. Data-Driven Learning

The use of information and communications technology (ICT) brought some new innovative pedagogical approaches into CALL. The specialists were rethinking the language learning methods, and new trends appeared such as Task-Based Learning, Community Language Learning, and Total Physical Response. The aim of those humanistic methods and techniques was to engage the whole person, together with her or his emotions and feelings. It was thought that computer would provide more authentic in contents, contexts, and tasks material (Levy 1997: 21).

One of the example is Data-Driven Learning (DDL) which used concordancers in the classrooms. Data-Driven Learning (DDL) is the idea created by Bernd Ruschoff. It focuses on the use of authentic materials even while learning grammatical structures and lexical items. In
DDL traditional drill and kill exercises were replaced by real, exploratory task. The activities are learner-centered and the focus is put on the use of the tools rather than exploiting ready-made or off-the-shelf learn ware. This idea is discovery-oriented, inductive, and the concept where students learn by and from the examples. Thus it is more profitable in grammar or vocabulary learning. Concordancing software and context-oriented learn ware are developed tools that illustrate technology empowered classroom practice which give additional options (Guan 2013: 107).

DDL principles have their origins in some of the English as a Foreign Language paradigms that emerged in 1980s. Certainly, TBM is a significant concept for the use of new technologies for language teaching in general and DDL in particular. The aim of TBM is that student should acquire language and linguistic competence in non explicit way through the activities which engage the learner in exploring aspects of the target language by the means of the authentic materials. CALL applications of task-oriented integration with language learning process became increasingly more popular. CALL developers realized how important it is to focus on genuine and real activities in language learning. Authentic tasks are believed to enable students to explore the target language, not only in structure but also in functionality. This approach is described as creating opportunities to psychologically interact with the target language, which means that student processes the acquired knowledge in the way that it links and modifies with already existing information (Data-Driven Learning (DDL): the idea by Bernd Ruschoff).

1.6.2. Storyboard

The example of the authoring program of the 1980s is Higgins’s Storyboard that supported computer importance. Storyboard was the pedagogical approach which was one of the total cloze programs, derived from John’s Textbag program. The main idea was that all the text was removed, except punctuations and markers that represented the shape of words. The student was suppose to complete the text using different strategies; such as intelligent guesswork, error and trial (Levy 1997: 24).

1.6.3. The Athena Language Learning Project

Project Athena was established in 1983 in Massachusetts Institute of Technology (MIT) and the research lasted eight years. The aim was to explore innovative computer application in education. The Athena Language Learning Project (ALLP) created communication-based prototypes for beginning and intermediate courses in Spanish, Russian, French, German, and English. The communicative approach was the main aim of the program. MIT computers were able to combine full-motion digitized colours videodisc, cable television, high resolution graphics, digital audio, and CD-ROM. MUSE multimedia authoring environment was one of the research initiatives within ALLP Project. By the means of hypertext and hypermedia systems, it provided extensive cross-referencing of audio, video, and graphic materials. MIT-based artificial intelligence techniques was another tool employed in the ALLP. Its main goal was to develop a natural processing system that is able to guess meanings from minimal clues, and check it with the user (Levy 1997: 26-27).

During 1980s while there was CALL program development, the generic applications as database, word-processors, spreadsheets, desktop publishing software, and communications software (e.g. email) were growing in number. As these office programs were getting more
and more available, teachers started discovering new ways to use them in language learning. As Sax (2003) described it was the early step towards ‘normalization’ process in computer use in the foreign language classroom. Another evidence for growing computer power at that time was expansion of the first add-ons and tools for word-processors in language teaching, which allowed to process electronic text into work materials and worksheets. The development of such applications for language teachers in 1980s, resulted in creation commonly used nowadays LingoFox tools that produce electronic and then printed materials on orthography, lexis, syntax, and reading comprehension in many languages. After choosing an appropriate text, the program provides teachers with detailed information regarding difficulty of that text and enabling him to determine the accurate usage in learning. There is wide variety of the types of the exercises that can be used; starting from gap-filling, scrambling, cloze, to the activities that require using reading and comprehension strategies, all of which are generated form authentic materials (Thomas et al. 2013: 28).

Although, there was a constant development of minicomputers, there was one major flow, namely their technology did not have the capability of recording and playing back sound. In order to meet this need, big diversity of peripheral devices appeared, including the TCCR 530 (Tandberg Computer Controlled Cassette Recorder). This device was a modified version of audiocassette that through the connection to minicomputer enabled sound integration with learning material. At the beginning it was mostly used in traditional exercises such as listening comprehension tests. Very soon, however, integration of simple commands in language learning resulted in interactive ways of integrating sound into CALL software. Students could, for instance, choose and replay different version of dialogue before answering comprehension questions. The interactive audio-enhanced software soon developed to interactive sound-enhanced software when sound-cards started to be creating in around 1988 (Thomas et al. 2013: 28).

1980s was the period of dissemination of minicomputers such as the Apple and the IBM PC in the Unites States, causing at the same time CALL programs development. Most of the software packages were constructed in the way that rejected grammar-translation approach. The designers focused on narrative context, reading, listening, and giving intrinsic motivation through a game, story, and exploratory environment. Finally, interactive videodiscs were invented which were the breakthrough in technology at that decade. Their big advantage was that they provided precise and easy control over playback of content (e.g. text, video, audio and still images). Videodisc-based simulations were prestigious CALL projects which main goal was to give immersion experience in the foreign language learning. Two most popular projects were: Montevidisco for Spanish learners, and MIT’s A la rencontre de Philippe for French learners (Thomas et al. 2013: 29).

In the first project, the learner has to play the role of the tourist and interact with the waitress, salesman, and other inhabitants of the fictitious city located somewhere in Mexico. The second project A la rencontre de Philippe is aimed at teaching French learners by providing real-life simulations in Paris. The student is put in the situation in which he has to help Philippe whose job is freelance journalist to find better job and the apartment because he has just broken up with his girlfriend. This project emerged in 1980s, and then was developed by the Athena Language Learning Project. In 1993 it was published by Yale University Press and the first version on CD came out in 2006. Among the high profile CALL projects was EXPODISC that was conceived in 1980s and published in 1990. It was the simulation of a business trip to Madrid in which student had to impersonate assistant of export manager of a
British Company. The Domesday videodisc at the beginning was not meant to be the resource for language learning. It was created to commemorate the 90th anniversary of Domesday Book, however, as its content was rich of authentic text together with hundreds of photographs and maps attached, it was valuable source in foreign language teaching. The big disadvantage of that interactive videodisc was that it was necessary to use special and cumbersome hardware set-up i.e., a BBC Master computer had to be expanded with SCSI controller and connected to a Philips VP415 videodisc player. Although it became soon old-fashioned and disappeared, the BBC replaced it and has re-launched the project online. Videodiscs for foreign language learning were produced in a small number, reaching about 300 titles. In the aftermath of their failure, they were replaced by different technologies, namely CD-ROMs, DVDs and ultimately by streaming media servers (Thomas et al. 2013: 29).

1.7. CALL in the 1990s

In the 1990s, minicomputers PC were introduced and were cutting-edge technology because they enabled creating programs for recording and playing back sound. Language teachers had been waiting for this breakthrough for a long time. This caused even further drift away from drill-and-practice programs and led to new pedagogical approaches. The producers launched the series of ‘Talking Books’ on CDs. *Just Grandma and Me* (1992) was the first program that came out, it offered text and sound in three languages, namely Latin American Spanish, US English, and Japanese. The learner could choose among those three languages mentioned above, read and listen the content, click on the object presented on screen that provided wide range of animations, sound effects and spoken language (Thomas et al. 2013: 30-31).

1.7.1. The International Tandem Network

The International Tandem Network was initiated in 1993 by Helmut Brammerts. It served for language learning by computer mediated communication using the Internet. Universities from all over the world started working together which enabled students to learn languages in tandem via email. The Tandem Network consists of subnets that at time were gradually increasing in number. Spanish-French subnet is the example and it had a bilingual forum, where users could participate in the discussion and exchange the advices regarding the target language. It also had the data base where students could access and add teaching materials themselves. Email interactions were implemented into the language learning and teaching as the result of students point of view how the language learning occurs. Personal dictionary was thought to be especially helpful for the learners as they claimed that it urged them to make conscientious effort to try out new expressions. Additionally, errors were not corrected directly by the teachers but by replying with the same expressions using correct structure. Students also admitted that the email interaction could occur even everyday while the course took place two hours a week (Levy 1997: 32-34).

The concept of tandem learning is based on two principles, namely reciprocity and autonomy. The first principle means that all partners benefit from collaborating with native speakers of their target language and they spend comparable amount of time learning from each other. Tandem learning demands taking more responsibility for their own learning than in a traditional classroom. Students can decide how much support they want to provide and
how much assistance they would like to receive. There is a learner autonomy, with the absence of a guide, the learners have to adopt the role of the teacher which as the result engages them in the collaborative learning. The students have the opportunity to discuss their linguistic difficulties in a less threatening atmosphere from the formal classroom setting. Moreover, the fact that students have to adopt the roles of learner and expert causes the atmosphere of confidence and trust which facilitates and urges students to experiment with constructions that they haven't fully mastered yet and they can receive more help than in the a larger group of participants (Markus 2003: 145-172).

1.7.2. The CAMILLE

The CAMILLE (Computer-Aided Multimedia Interactive Language Learning) is the project that aims at providing beginner courses in Dutch and Spanish, and advance courses for French (business and industry) and English. The project is the part of France InterActive projects and involves a communicative approach to language acquisition. The CAMILLE Project perceives the environment as the supporting study of the language, therefore, it is in the center and serves as a learning, rather than a teaching source. The computing environment delivers the tools and information to the learner to facilitate the language acquisition. The students can use a textbook of learning activities, a grammar, a dictionary with the native speaker pronunciation, audio and video recordings, a book on the culture of the target language, and a notebook (Levy 1997: 34-37).

CAMILLE is a computer-mediated resource that encompasses 40 hours of multimedia exercises and activities which are highly structured and interactive. CAMILLE includes functional content from the general knowledge regarding getting information, shelter, buying food, and what is generally known as business skills, making calls and appointments, writing a business letter. The content encourages to the acquisition of communicative competence in a language. From the beginning, the target language is used between the computer and the student. The activities are designed in the way that allow acquiring real-world competences (Ingraham 1994: 107-115).

1.7.3. The OLA

The Oral Language Archive (OLA) was initiated in 1994 at Carnegie Mellon University. Its main goal was to gather the collection of digitized sound recordings for learning foreign languages that would be available for everyone in the world via the Internet. The Ola also has the sound archive and tools that enable users to use sound segments easily. Stored recordings are segmented and coded regarding many features such as language, gender of speaker(s), grammar trait (pronouns, direct object), functions, topic, level of formality and complexity, subject keywords, and lexical difficulty. The students when having the privileges could have the access to the archive by logging-on to it, and could use the material simultaneously. The most important element in the project was that the participants were expected to travel to record speakers in their country of origin. It was necessary for the archive to succeed and satisfy enormous range of anticipated user needs (Levy 1997: 37-39, Bradin 1999: 16-22).

In 1980s, videodiscs were the devices, on which it was possible to carry out simulations, soon they were replaced by CD-ROM. Companion Software to Spanish telenovela *Nuevos Destinos* introduced simulation, in which the student could impersonate himself and play the
role of a legal assistant to one of the main characters. The another simulation was called *Who is Oscar Lake*, which was multilingual mystery game. In the beginning, the disadvantage of CD-ROM was that the quality of played videos was inferior in comparison to the quality of video on interactive videodisc, but as technology was developing very fast, it improved quickly and caught up the standards. However, the quality of recording was good in the case of CD-ROM and , thereby gave new opportunities for students by engaging them in the activities for listening, responding and playback, as in the *Encounters series* of CD-ROMs published by Hoddar and Stoughton and TELL Consortium in 1997. Around that time CD-ROMs incorporated Automatic Speech Recognition (ASR) and issued *Syracuse’s Triple Play* series (later known as *Smart Start*) and *Auralog’s Talk to Me and Tell Me More* series (Thomas et al. 2013: 31).

The World Wide Web was the biggest and the most significant development in ICT during last 30 years. British scientist, Tim Berners-Lee invented it while working at the Centre Europeen pour la Recherche Nucleaire (CERN) in Switzerland. At the beginning the Web was the closed system and it was launched with the appearance of first internet browser *Mosaic* (1993), which later was followed by *Netscape* in 1994. Initially, the Web’s main role was to locate resources, the most websites just offered texts and some of them texts with images. The Web did not contain too many interactive tools, it was limited to some discussions and forums only. The interactivity of Web was getting bigger with the video and audio appearance, however, their quality was at the beginning worse from the quality that had interactive videodiscs and CD-ROMs (Cameron 1999, Dudney 2007).

The growing demand in creating interactive materials on the Web caused the need to produce authoring tools, for instance Hot Potatoes (Arneil, Holmes, 1998-2009). Thanks to the Hot Potatoes templates it was possible to create in the short time activities for students as: gap-filling, multiple choice, matching, jumbled sentences, and crosswords etc. It also enables including audio files in MP3 format and store students’ exercises on a central server, therefore, giving the access everywhere with an Internet connection. It only requires installing the program and finding it in the right folder (Dudney, Hockly 2007: 130).

E-learning commonly known as the tool for learning online, became popular trend in 1990s and, therefore, there was a big boom on Virtual Learning Environments (VLEs) e.g. *Blackboard*. VLEs was the useful program that helped teachers to create online courses, including giving possibilities such as teacher-learner communication and peer-to-peer communication. These programs had also opponents that claimed they did not fit in with established practice in language learning and teaching as the underlying pedagogy tried to address a very vast and wide range of subjects. However, when an open-source of Virtual Learning Environment Moodle was introduced in 1990s, the acceptance for the wider adoption of VLEs spread. The UK Open University chose Moodle as the tool that served as the means for wide range of their courses, including language courses. As the consequence, they became the largest Moodle user in the world (Stanley 2013: 17).

The expansion of the Web led to easier and more efficient internet connectivity, and therefore, increasing the use of the applications by language teachers by offering more possibilities from the set of grammar exercises. MUDs (Multi-user domains) and MOOs (Multi-user domains object oriented) belong to such applications and were designed as text-cased, role-playing exploration games that engage in computer network participation. Moreover, they also gave opportunities for education (including language learning) and collaboration.
The users have to log into MOO system either synchronously or asynchronously to be able to communicate with other MOO participants (Stockwell 2012: 79).

Multi-User Virtual Environments (MUVEs) was MOOs’ replacement that was three-dimensional virtual environments, simply called virtual worlds. Active Worlds (1995) and Second Life (1996) are the examples of such worlds, they appeared in the mid 1990s onwards. Svensson (2003, as cited in Stockwell 2012: 80) explains the use of these 3D worlds in language learning and teaching.

1.8. CALL in the 2000s

The beginning of 2000s was the time when the quality of videos and audio on the Web had improved significantly, and moreover complete courses were launched, most of which were offered by commercial entities, such as the BBC and government projects.

By this time it was clear that the self-study without guidance and integration was not possible. As the consequence, ‘e-learning’ was redefined to ‘blended learning’, and the Web based activities for self-study could not substitute classroom practice and social interaction on language learning but could be accompanying elements that support and expand the language process (Thomas 2009: 82).

The Web became an important tool, therefore, the series of conferences were initiated in 2004. This led to the dissemination of the term Web 2.0 and the specialists were trying to find the potential possibilities connected to the use of the Web 2.0. They also knew what it had become, that it was a social platform of collaboration, enabling knowledge sharing, and networking. The Web 2.0 is defined as a popular means of getting knowledge and communicating by sharing information and as a reflecting mirror that gives us information of the ways we work, play, and socialize (Thomas 2009: 7).

There was enormous growth of Web-based communities from the early 2000s. It was noted down that the users of typical Web 2.0 tools started in bigger and bigger number to take active part in discussions such as blogs, lists, wikis, podcasts, as well as in social networking websites, virtual words, or MUVEs, programs that promoted collaboration, sharing, and interaction (Thomas 2009: 84).

Thomas (2009: 4-6) in his handbook of research on Web 2.0 and Second Language Learning, gives number of advantages of host of the applications, saying that they ‘facilitate participatory information sharing, interoperability, user-centered design, and collaboration on the World Wide Web’. Digital media has been growing with various and flexible programs, and together with easier access to interactive, communicative, multimedia and networking potential of computers and the internet, the underlying principles and paradigms in foreign language learning methodology have been considerably influenced, giving the opportunity to put it into the practice.

1.9. Summary

CALL was expanding and introducing tools helped teachers to supply learners with more up-to-date, authentic, target-specific, and learner-oriented materials. Each generation brought useful information to computing technology. At first, the introduction of minicomputers seemed not to pose real threat to mainframes as they had the memory of 48K and almost no possibility to store programs and data. In comparison to mainframes that offered powerful data processing and centralized storage of lessons and record keeping data,
minicomputers were more like toys than serious computers. Hadn’t passed much time when they became cheaper platform with better graphic capabilities, which resulted in animation and foreign character entry and display that was not possible for mainframe system (O’Reilly 2005 as cited in Thomas et al. 2013).

Then developers were forced to shift gears again when the internet and World Wide Web appeared. They had to face problems with the tools development and that they were no longer able to control and deliver media as precisely as in older technologies such as videodisc. The transition to Web had a big influence on the technology use in language learning. Technology was no longer used as the tool that serves as tutor and drillmaster, thus replacement for the teacher. It’s role changed to enable creative and communicative activities. Even though, there are textbook publishers who still sell tutorial and practice programs as part of the standard package. At present, faculty developers focus and put their efforts to design activities that incorporate the powerful new communication tools rather than programming and authoring exercise materials (Otto and Pusack 2009, as cited in Thomas 2013: 24).
CHAPTER TWO

TOOLS USED IN COMPUTER ASSISTED LANGUAGE LEARNING AND MULTIMEDIA IN THE CLASSROOM

2.1. Introduction

As collaborative interactions stimulate the process of SLA, classroom teachers are involved in the search for finding the opportunities and engaging their students in communication activities. These opportunities for interactions can be provided by computer-mediated communication (CMC), either in real time (synchronous, SCMC) or deferred time (asynchronous, ACMC). According to Schetzer and Warschauer (2000: 173), this kind of communication is network-based language teaching (NBLT) that consists of e-mail, blogs, discussion forums, wikis, electronic bulletin boards, and chatting with or without sound.

In the MA Thesis the author uses Computer Assisted Language Learning (CALL), and Computer Mediated Communication (CMC) interchangeably as each of them represents using technology in the language learning. CALL is the oldest term that was based only on text-only courseware to multimedia (text accompanied by sound and still or motion illustrations) where the user interacts with media-augmented software. CMC is developed version of CALL and the interaction is over a network (Cameron 1999: 13-14). Computer-mediated communication distinguishes interaction that occurs in the computerized context from the natural/oral discourse.

2.2. Asynchronous CMC (ACMC)

Asynchronous interactions allow more flexibility, as they occur over extended period of time. This reflective communication has a lag time between the initial message or entry and the answer or feedback. Asynchronous tools include the Discussion Board, Email, Messages, Journals, Blogs, and Wikis (Blackboard Learn Release 9.1.-Glossary). Asynchronus CMC tools can be divided into first- and second- generation. The former is well-known to all Internet users while the latter is connected to implementation of new technology.

2.2.1. First-generation CMC Tools

E-mails, electronic mailing lists, and discussion forums belong to first-generation tools. E-mails except for giving the opportunity of formatted text, also enable to attach photos, graphic, sound, and video. We distinguish program-based e-mails or web-based e-mail programs offer the same possibilities, however, the difference is that the latter can be accessed directly using a web browser (Blake 2008, Cameron 1999a).

E-mail is a form of asynchronous computer-mediated communication and the most common, fundamental tool for exchanging information, and ideas among students who either come from the same class or are spread around the world. E-mail appears to be a rudimentary program, especially when everything else fails. It is the default technology used commonly in language learning which's principles are focused on reciprocity and learners autonomy, and for this purpose students are paired together to master each the target language. E-mail is not losing its meaning due to many technological advancements, moreover, it is proving its usefulness within the Internet landscape in the area of information exchange. The big
advantage is that this platform only needs minimal access to the Internet. E-mail has many advantages, including expanding topics and giving additional context. It also enhances interaction by providing students with authentic communicative situations. Learners have the opportunity to gain control over their own learning as they are free to choose and change the topic. The focus is to develop communication skills rather than produce a mistake-free composition. E-mail is rather informal and interactive, therefore, influences the students participation in the classroom (Gongielewski et al. 2001).

Electronic mailing lists, there so called listservs are another tool that is often used in education. It comprises of a group of e-mail users and the message that is sent to a listserv goes to every person registered in the group. Many schools employ electronic mailing lists to their education policy, and supply teachers with listservs according to the courses they instruct and student's enrollments. The advantage connected to the fact that this tool enables fast sending messages to all participants within the group, can also cause some problems. Namely, the user always has to remember that if he wants to send the message only to the individual, it is necessary to replace the general listserv address with the individual's unique e-mail address. Otherwise, such an error may cause embarrassment when the message is quite personal, and irritation of other users from the listserv if it happens on a daily basis. Listservs are a very useful medium for teachers in posting general class announcements as they guarantee receiving the pertinent information by everyone enclosed in a target group. This ubiquitous medium is proved to be accessed many more times by students than in the case of logging on to a course management system. However, for interactive exchanges it is preferred to make use of different tools such as discussion forums or electronic bulletin boards (Blake 2008, Cameron 1999a).

Discussion forum is the tool that automatically keeps record of all messages and saves them in the threaded or hierarchical structure. Each topic has its own thread, to which every member in the forum can respond to. The instructor can navigate the process by determining the person who is suppose to begin new threads or topics. Students can also have the right to choose who next can reply. Forums as well as listservs belong to interactive mediums that are semipublic, in the contrast to e-mail which are private more important CMC source. Forums are dominant element in course management systems and are thought to be the main tool for asynchronous distance learning (Blackboard, Discussion Boards and Wikis).

Voice Board is the threaded discussion that belongs to CMC tools, and is marketed by Wimba. Not only does it allow users to exchange text messages under separate threads but is also equipped in the possibility of adding sound recordings. Voice Boards have the possibility of either be private or public. The users can be given the power to respond to previous posts or ask the main board to add a new thread with or without attached voice. However, instructors are the main administrators, therefore, they have the power to disable the students' ability to compose new threads and give them only the right to reply to instructor-led, top-level threads. In case when the default settings are made for Voice Board private, then the discussion is limited to instructor and student. The instructor is the main moderator, and has the possibility to post top-level threads, available to all students. Then students can respond to instructor's message which is only available for them i.e. the teacher and individual who composed the reply. The instructor's response can only be read/ heard by the student who is recipient of the message. Voice Boards appear to be an excellent tool for online assessments and testing, where instructors post top-level questions and students are restricted from
viewing one another's responses or teacher's feedback. The number of threads and responses is unlimited, no matter if using public or private boards (Blake 2008: 72-73).

According to Blake (2008: 73) discussion forums are a good tool in giving all students the same opportunities. All members are encouraged in universal participation and in the contrast to dynamic face-to-face interaction where some individuals dominate the flow of the discussion, everybody can take active part in the discourse. Payne (2004: 159) claims that asynchronous discussion forums cannot substitute for the writing assignments. He cautions that this form is more like protracted conversation that takes quite a long time. It is essential that teachers think the syllabus over and focus more on structuring interaction in the case of online learning that in the classroom. Online activities require more attention as it is difficult to fine-tune them on the fly and direct them as in discussions carried out in classroom environment. Instructors need to take into consideration the fact that online activities are done by students on their own, using their time, away from the eyes of the instructor. Therefore, clear instructions, goals, and learning objectives are indispensable in ensuring that the tasks bring the expected results.

2.2.2. Second-generation CMC Tools

The examples of the second-generation asynchronous Internet tools are blogs and wikis. Blogs can be defined as online journals that contain relatively long texts, which others can read and react to. The responses of the people are saved and placed chronologically, becoming part of the blog. They mainly have personal or journalistic nature (Blake 2008: 75), therefore, are useful for students to practice their own voice and freedom that is impossible to experience in moderated discussion forums. Moreover, blogs require more personal responsibility from students than forums, as there is only one person answerable for published an online diary. Blogs also give other opportunities; their voice can reach public beyond the classroom walls. The advantage is that writing a blog does not require special knowledge of HTML; as the interface provides a WYSIWYG editing palette which enables the writer to choose and change the format, insert graphic and other multimedia objects in accordance with their taste (Zhang, Barber 2008: 38-39).

Levy (1997: 21) supports the idea that blogs can serve as an effective tool in developing student's individual learning voice. However, she adds that to obtain given objective, and maintain student's motivation and participation, it is necessary that blogs are intentionally designed and clearly valued throughout the course. She argues that blogs used just as an usual assignment add-on will not bring much reflection value for the student.

Wiki (meaning quick in Hawaiian) is the another example of second-generation tool, which is similar to blogs with the difference that it is a group product, rather than the individual's work. Wiki also as in the case of blogs use WYSIWYG editing palette that enables implementing modifications very easily. Another difference from blogs is that wikis content is not chronologically oriented, and it is possible for group members to reorganize content in the way they want. Any participant is free to add, rearrange, modify, or even remove text, images, and other multimedia objects that were earlier introduced (Levy 1997: 21).

All modifications are saved and it is possible for all participants to see the record of changes and regress to a previous content state. Everyone working on a given topic is affected in case of any changes or regressions. As the consequence, there is big probability that working together may be counter-productive if the participants don't agree with suggested
content or form by some of the members. On the other hand, wiki is the perfect tool for carrying out collaborative writing and project-based work. The main purpose of a wiki site is to become rich source of information, with the knowledge base that is expanding over the time. To the contrast of chat rooms, wiki content is suppose to be serious and permanent. The platform Moodle for example allows participants to create multiple wikis with full Unicode compliance. Students learning Arabic, for instance, have the possibility to work on their writing skills and ask each other questions using either Arabic or English, through the wiki site (Levy 1997: 22).

2.3. Synchronous CMC (SCMC)

The first, practical implementations of SCMC programs occurred in chat rooms in the class environment where there was a big number of participants who logged on and chatted with one another at once. Daedalus Interchange is the example of such program, which was especially used by English composition teachers. It was noted that students who used Daedalus programs in second language learning produced many more turns than students talking face-to-face in the classroom, however, with less linguistic accuracy than it would occur in writing assignments. It was also discovered that using chat rooms resulted in the increase of morphological complexity for the students. Quickly, it became obvious that chat room is different, therefore, cannot substitute for writing a formal composition at home as an assignment. The language that is used in chat rooms is closer to oral discourse from the written one (Blake 2008: 76).

Lately, Synchronous Computer Mediate Communication is employed by teachers in the pair or small group work to foster also task-based interaction, sometimes it is accompanied by voice tools as well. There is a big number of chat programs, there so called IM tools, which are dedicated for small group purposes. Among IM tools, we can distinguish such programs as: MSN Messenger, ICQ, Yahoo! Messanger, PalTalk, AOL's Instant Messanger (AIM), and iVisit. Those kind of tools are client programs which require downloading them first on the computer, and then logging on to a particular system by the participants. In those programs, students have to create a buddy list to enable the connection between them and the others users in the class. It can be either done by the means of e-mail address, screen names, or account numbers. Blackboard, WebCT, and Moddle are in the contrast to IM tools learning management systems, the platforms that offer their own internal chat programs, which means that there is already learning environment created where all students are already signed up in a chat room without the necessity of creating body list by students (Blake 2008: 76).

There are two modes of written chat, every one of them has some advantages and disadvantages. In the first one the messages are sent by the means of carriage return, which allows everyone to post their messages at any wished time. This modality has one big advantage, namely it gives the opportunity to less assertive or inherently shy students to contribute in chat writing. Nevertheless, the disadvantage is seen in making long pauses during the partner's replying. Often, it happens that some questions stay unanswered until the remaining participants catch up with previous contributions. This lag effect causes disruption to the natural flow of a dialogue and takes some time to become accustomed (Payne 2004: 158).

In the second mode in chat writing all participants, involved in the dialogue, share the text field. In this mode there is one cursor placed in a field with immediate display-style chat which updates the window character by character, therefore, it is possible for all participants
to follow the whole thought process of their partners by seeing the whole content displayed on
the screen. However, it is necessary that the procedure of the writing order is known to all
discussants, otherwise, involved in writing users may argue over who should have the stylus,
or one person constantly changing previously written massages (Payne 2004: 158).

Payne (2004: 159) sees four main advantages of the implementation of written SCMC
as follows:

- the reduction of the discussion pace,
- exchanging texts among participants is the additional benefit, as it is not temporary but
  present on the screen enabling students consulting and continuous processing,
- there is no negative influence in the learning process while using SCMC, as in the
  contrast to the face-to-face exchanges where there is always someone looking over the
  student's shoulder.

As Wildner-Bassett (2005: 636-637) noticed that the use of CMC provides spatial
independence from immediate face-to-face context which helps to get out-of-body experience
meaning that students engaged and involved in CMC can take a step back and contemplate
new identities and voices that influence students in their personal development, beyond their
established categories. Wildner-Bassett (2005: 636) says: “learners cooperate in their ways of
knowing and of being together by revealing their processes of naming and critically viewing
their own identities.” Moreover, She claims that conscious stewardship is indispensible and as
the result teachers together with students create climate that encourages all participants to take
active part and say their opinion and listen to others while speaking.

The other advantage of SCMC is that it supports equality among students, no matter
what age, ethnicity, gender and their shyness. It is also connected with teachers, performed
tasks, and the characteristics of the students themselves. It is known that students know well
how to use chats and find chatting pleasant, therefore, teachers can assign CMC tasks which
creates opportunity for the students to use L2 learning outside of class. Moreover, students
frequently use chats on daily basis (Blake 2008: 77).

At present, SCMC tools have been evolving and many of them already are equipped
with audio, half-duplex (that is walkie-talkie type sound exchanges) or full-duplex (VoIP-
Voice over IP, sound exchanges by phone), and some of them even have video capacity. Additionally, Wimba has a synchronous Voice Direct tool with half-duplex sound and
possibility to exchange the messages. It also offers the option for archiving text and audio
exchanges. Researchers doing CMC studies and teachers who wish to follow their student's chat progress closely find archiving feature very attractive. Breeze is another synchronous
CMC product, it has similar features to Flash communication server. It only requires
installing Flash plug-in with the student's favorite web browser without necessity of
downloading separate client programs. The Flash plug-in is a good solution because it enables
them viewing pages with animation and sophisticated graphic. Breeze offers users to employ
both written modalities; carriage-return and immediate-display text entry (Blake 2008: 78).

Both Wimba and Breeze have dependent robust server infrastructure, therefore,
require substantial commitment. On the other hand, Skype is free and allows chatting from
computer to computer up to four people. Skype charges for connecting to the cell phones.
SkypeCast enables unlimited number of people to join in a telephonic (BoIP) conversation.
The advantage of this program is offering high audio quality over large distances with
surprisingly short time delays up to one or two seconds. The disadvantage of skype is that it lacks archiving features, only written chat messages can be saved (Blake 2008: 78).

YackPack.com belongs to the recent voice chat programs and it also uses Flash communication server. It has a Walkie Talkie widget which can be inserted into any blog, web, and wiki giving the possibility to exchange telephonic voice on the fly. The set up of a Walkie Talkie widget, YackPack gives the code that can be inserted to any web page, and it is active as long as the user has the Flash plug-in installed. YackPack is the product that doesn’t need any additional setup or installation of a separate client, what is more is completely web-based and free (Blake 2008: 78).

It has been proved by obtaining results of many conducted studies, that there are numerous advantages of face-to-face negotiations carried out between native and non-native speakers (Lomicka 2006, 213). Among the main benefits we can list: enhancing cultural awareness by students, exploring stereotypes, increasing motivation among students in participating in real interactions, improving the quantity of their oral production, and establishing the personal connection with the target language/culture (Blake 2008: 78).

2.4. Multimedia in the classroom teaching

Multimedia is often applied to many courses as it provides a wide diversity of learning styles and modalities. Learning style is the term that relates to characteristic cognitive behaviour and helps in defining how learners perceive, interact with, and respond to learning setting. It is proved that learners are more comfortable with gaining knowledge in the environment which is connected to their predominant learning style. Each student in the classroom has a preferred learning modality as visual, aural, and kinesthetic. Some learners are multimodal which is the combination of all mentioned above modalities. Multimedia helps in establishing curriculum that appeals to visual, aural and kinesthetic students, therefore, learners have equal opportunities in their performances. Students are encouraged to develop a versatile approach to learning by presented material in a diversity of modes.

2.4.1. The definition of Multimedia

The term multimedia can be defined in various ways, it is determined by one's perspective. Multimedia is considered to consist of computer program which is the combination of a text with at least one of the following elements: audio or sophisticated sound, music, video, photographs, 3-D graphics, animation, or high-resolution graphics. It is stated that multimedia is information that takes the form of audio, video graphics or movies. A multimedia document contains a media element other than plain text. According to Mayer (2010: 1-2) multimedia presents both words (in spoken or written form), and pictures (illustrations, photos, animations, video).

2.4.2. The roles of teachers in multimedia environment

The implementation of the multimedia into educational institutions requires major changes in traditional learning and teaching. This, in turn is connected to different roles of teacher that has to perform in multimedia-applied classroom.

Teacher fulfills the role of guide and facilitator, therefore, must know a wide range of different materials that are available and serve in developing learners’ language skills as language textbooks are no longer the only source of information. Multimedia programs
provide vision and sound that enable showing the students how native speakers interact. Electronic encyclopedias and dictionaries are accessible within few seconds. Online newspapers present up-to-date information about the counties of the target language. Website is the source of information in many fields such as: tourism, policy, and political views. Teacher needs to be aware of the ways in teaching to use available material effectively. A good facilitator and a guide has to be flexible, recognize and respond to students' needs. He has to be open-minded, and not only concentrate on earlier established curriculum (Gilakjani, 2012: 121-1211).

Teacher serves as the Integrator in multimedia enhanced language learning. Not only should teachers know and comprehend functions of various media available, but also know the best time to deploy them. At the time when the projects are constructed, students need guidance in the use of word-processing, graphics, and presentation programs. Integrating audio-visual elements makes learners realize that a foreign language environment of the target language is as multifaceted and vibrant as their own surrounding. It is essential for teachers to possess knowledge on how and where to access information for their own and students' use. They should be competent on the way of using searching engines and obtaining reliable and appropriate information. Being familiar with the use of electronic tools for language analysis provides teachers with linguistic and professional competence, therefore, increases their confidence in the language use, therefore, teacher should fulfill the role of the researcher in the classroom (Gilakjani, 2012: 121-1211).

The role of a designer requires putting together tasks and materials to guide students to successful completion of their projects and allowing them to draw conclusions from it. Obtaining this learning situation is very complex and involves higher order skills in researching and appraising source materials. Moreover, it requires setting overall goals and creating manageable and meaningful sequences by breaking down tasks. In fulfilling this role, teacher should be an example of good practice, giving: help, advice and encouragement to students that, therefore, serving as a source of inspiration for similar tasks. It is thought to be beneficial for a teacher to collaborate with his students. The result is seen in bringing more fruitful and rewarding efforts. Using media gives opportunities for exchange between institutions and beyond national borders. Internet exchanges, in fact, bring benefits to teachers in the form of helping them to overcome the sense of isolation of experience in their teaching career (Gilakjani, 2012: 121-1211).

2.4.3. Advantages of using multimedia in Teaching

The constant advancement of technology is the main factor of occurring changes. Since Internet emergence, the traditional teaching of English has been challenged, as the result introducing many various and new ways of teaching. The role of teacher is to confront issues with rising student's interest in English learning and increasing the efficiency of teaching during class. Multimedia has been proven to be a golden mean in coping with these problems. “In the multimedia teaching, with eyes looking, ears listening, mouth speaking, hands writing, brains keeping in mind, students will greatly improve their passion for learning, leading to higher class efficiency” (Dong, Li 2011: 165).

Nowadays, multimedia surrounds us and becomes the indispensible element in our life, it provides interesting, new approaches to language teaching. It seems appropriate that teachers adopt and integrate it to their lesson and assessment planning. The implementation of multimedia will allow teachers to take full advantage of technology to teach English as a
second language to non-native speaking students. Multimedia teaching in comparison to the traditional teaching model has plenty of advantages, among which we distinguish (Pun, 2013: 31).

Teaching using multimedia makes English class more lively, vivid, and interesting. According to Dong and Li (2011) multimedia is the factor influencing areas such as: student's interest stimulation, efficiency improvement in the class, and satisfactory effects achievement. As the result, English classes are more interesting, vivid, and lively. By the means of pictures, sound, and animation, multimedia teaching provides a large number of implicit information. In traditional learning students receive information by listening in a rather passive position. Moreover, students perform mechanical and repeated exercises that are especially designed for them. Traditional learning is not conducive to cultivate student's learning interest, in the contrary to multimedia teaching, which is lively means, providing information in a realistic and vivid way. The author claims that introducing multimedia would considerably improve teaching effect (Dong & Li, 2011: 165).

Discovering and widening student's knowledge about the Culture of English is another advantage of multimedia in the classroom. Implementation of the multimedia in teaching offers students more possibilities than in the case of traditional teaching where sources of receiving knowledge are limited, textbooks cannot compete with real-life language materials which attract student's attention. Multimedia provides abundant information, students gain the knowledge unconsciously about linguistic factors, such as the customs and cultural background of the target language. In this way students improve their listening skills, and receive information-sharing opportunity where learners interacts willingly, helping each other to acquire language more quickly and effectively (Pun, 2013: 31).

Obtaining harmonious environment by multimedia teaching as the next merit. In the teaching process, there are four areas which students master, namely: listening, speaking, reading, and writing. Teaching with multimedia creates harmonious environment among those four fields. Moreover, it presents good learning scenario, maximizes practice in four basic skills, and motivates students to take part in class activities. Participating in these activities has an effect on deeper remembering of knowledge presented in an attractive way. According to the author the acquired knowledge in the process is easier to maintain in comparison to traditional teaching (Dong, Li, 2011: 165).

Developing Student’s Communicative Competence is a valuable benefit of using multimedia accompanied English teaching. Traditional teaching does not fully use the student's capacity to understand structure, meaning, and function of the language, therefore, it is difficult to achieve communicative competence by them. However, multimedia gives greater incentives to the students than in the case of traditional learning where the student is a passive recipient of the knowledge, moreover it also helps to integrate teaching and learning. Using multimedia activates student's thinking patterns and motivates their emotions, the classes are no longer monotonous but enjoyable. Using PowerPoint stimulates thinking and comprehension of the target language. The implementation of technological interactivity creates perfect atmosphere, encouraging the students taking part in group discussions and debates, thus, there is more opportunities for communication among students and between teachers and students. Undoubtedly, multimedia technology rises positive attitude among students and influences their communication skills in learning the language (Pun, 2013: 31).

Improving Teaching Efficiency is another advantage. Language classrooms carried out with multimedia technology improve teaching contents and class time is used effectively. The
teacher-centered traditional teaching method where the students follow instructions given by the teacher and language learners receive only limited information, does no longer occur. Moreover, as it is very difficult to practice communication in the large classes, the implementation to the curriculum multimedia materializes face-to-face teaching. Multimedia technology does not have the boundaries and creates more real-life environment for English teaching. It spurs student's initiative, uses class time effectively, and provides more information to the students (Pun, 2013: 31).

2.4.4. Disadvantages of using multimedia in Teaching

Application of multimedia technology appears to bring numerous advantages. However, it should not be forgotten that practical teaching and implementation of the interactions can also cause some drawbacks. Below there are the biggest problems listed which may be encountered while introducing and conducting multimedia material.

There is the danger of multimedia dominance in the classroom. Multimedia should be an assisting instrument to achieve desired teaching effect. However, it appears that sometimes teachers are too much dependant on multimedia devices, making them rather their slaves than playing the leading role in teaching. According to Patel (2013: 120), many teachers are proven to be active in multimedia teaching but lack proficiency to handle it confidently. Teachers become passive, and stand by the computer, while students’ attention is drawn by the screen, therefore, there is no eye contact between students and teachers. To fully understand Creative Education and application of multimedia it is necessary to comprehend that technological applications serve as an assisting instrument to effective teaching and learning rather than a target, and under no circumstance should not dominate the class.

Time constraints belongs to another possible drawback that may appear in multimedia language teaching. Except for many advantages which multimedia offers, it can be quite laborious for both students and staff to locate information on the Internet. Teachers have to invest their time to try chosen video clips in different settings and ensure that there will not be need to resort to the more conventional alternative option which is CD player. Solving file conflicts is another very problematic field that requires a lot of effort. Even though that this issue could be resolved by simple update on a home computer, in the case of enormous educational institution managed by site administrator it is considerably more complicated. The last but not least example of the potential time constraint occurs in choosing an appropriate material for the class. Teachers in the research for listening resources have to be especially selective to make the best of their and the students’ time, ensuring that the class is not overloaded with electronic information (Chan et al., 2011: 61).

Abstract thinking may be replaced by imaginable thinking. The major objective in teaching is that students adopt understanding that goes from the perceptual stage to the rational. It is desired that perceptual thinking greatly leaps to the rational thinking. Using multimedia in the classroom makes content easier, and the number unique advantages strengthens teaching. However, providing students with images displayed on the screen affects their imagination and causes that their abstract thinking is restricted and logical thinking is no practiced. As in the case of decreasing students' reading abilities as the result of replacing textual words by sound and images, and handwriting which is affected by keyboard input. Again, there is a prove that multimedia should be treated as an assisting tool and it can never replace the crucial role of teacher (Patel, 2013: 120-121).
2.5. The application of multimedia in the classroom teaching

Nowadays, technology offers a big range of different tools that teachers can employ in the foreign language classroom to enhance students’ acquisition and improve concentration. Interactive White Boards are widespread and almost all of the schools equip the language classroom with them. It is a precious source for the teachers that enable multimedia application in the teaching. Power Point presentations is another tool that stimulates thinking and it is very often used in the language classroom.

2.5.1. Interactive White Board

The IWB offers multiple opportunities in foreign language teaching, and it provides exciting ways of acquiring the knowledge that go beyond the possibilities of traditional chalkboards. The Interactive White Board consists of the combination of plain whiteboard, chalkboard, video, television, overhead projector, CD player and classroom computer. It is a big, touch-sensitive board which is connected to a digital projector and a computer, therefore, enabling transmitting the contains from the computer and displaying it by the projector on the board. The user can control the board, either by touching it directly or with a specially intended pen (Dudney 2007: 39).

The Interactive White Board can be applied in a laboratory class for language learning for the following purposes:

- using resources from the websites in whole-class teaching,
- showing video clips to help students get a better understanding of a certain concept,
- demonstrating a piece of software packages,
- making presentations by students and showing the results of their work,
- creating digital flipcharts,
- manipulating text,
- practicing handwriting,
- saving notes for the future use,
- revising material (Dudney 2007: 39).

Thus, the IWB serves as the tool enabling the access to and use of digital resources, it is suppose to benefit the whole class while the teacher remain the guide and monitors the learning (Hall and Higgins 2005: 104).

The IWB also enables the access to the internet where it is possible for the teachers to find plenty of educational websites, video and audio clips, photos and materials to enrich the language teaching. There are also available educational software packages for the IWB that offer interactive and electronic texts and games. They are specifically designed for teaching curricular content and can be purchased for classroom use. Moreover, the IWB is the mean that enables showing information in multimedia format, and it is possible to save student’s work on the computer which can be displayed later on the board. It still has the features of a traditional chalkboard, teachers can write and erase what they wrote as it has been done in such way for years. Using the IWB in the classroom brings a lot of advantages for both students and teachers. The big benefit can be seen in maximizing time for language learning, as the materials are stored and can be reused again and again, teachers no longer need to spend so much time on planning and developing resources. Posters, flashcards, CD players, and sometimes even textbooks can be substituted by suitable images and texts chosen by
instructors, and can be easily stored for future reference. Relevant quality of the IWB is that multimedia enables teachers to have the access to materials and prepared lessons quickly and efficiently from a vast range of resources. Its multisensory feature enables moving between visual and oral input easily, thus supporting language practice. The another quality which engages and holds student’s attention is that software designed specifically for the IWB contains interactive texts, and activities with colourful graphics and sound effects. All these benefits from using the IWB in the classroom are especially useful for young learners, as they are best to learn through the senses such as: hearing, seeing, touching, as well as through the verbal interaction (Dudney 2007: 39). Young learners find very attractive and appealing the characteristic elements of the IWB:

- visual elements as colour and movement,
- auditory elements as music, voice, and sound effects,
- tactile elements (Dudney 2007: 39).

Children are willing to watch stories that unfold on the screen and simultaneously listen to them in the foreign language. It supports their visualizing process and encourages them to actively participate in action songs. The possibility of physically touching and moving objects on the screen, playing interactive games, working with written text in English absorb them and raise their motivation which in result reinforce the development of their linguistic competence (Yvette et al., 2010:615).

2.5.2. PowerPoint Presentations

PowerPoint is the tool commonly known and used nowadays. Its popularity is growing as it is perceived that it influences teaching and learning significantly. PowerPoint incorporates animation, graphic, colour, and imaginary. It is possible to employ a variety of computer applications and methodologies. The findings show that presenting materials on a computer raise the attention what affects learning results. PowerPoint also improves four skills in language learning, namely: listening, speaking, reading, and writing. This tool stimulates imaginary, contributes to understanding, and improves short and long-term memory. There is better information retention when pictures and texts are presented together. It is proved that colour is a memory stimulus, and is encoded as a verbal representation that improves language learning. The colours in many cases can be the indicator in responding to teachers' messages. However, their choice has to be carefully thought through and the teachers should keep colour selections simple and restrained as the inappropriate colours can undermine subject and cause distraction of the students (Rajabi, Saeed, 2012: 1136).

PowerPoint is the program that enables interactivity, and it is possible to create wide range of activities, starting from treasure hunts to interactive quizzes and even to game-type games. In contrast to paper-and-pencil activities, quizzes, games, and activities created in PowerPoint can be additionally enhanced by the use of visuals, graphics, and sound clips. It is essential that interactivity is used in the thoughtful way and fulfills the purpose of supporting instruction (Bozarth 2008: 167).

Hyper-linking are a very useful while enhancing multimedia, they can be used in PowerPoint presentations for instance. Hyperlinks can appear in the form of underlined text, an image, an object or a chart. When you click on a given item, they can either show different slide in the presentation, open a document or file, or direct the user to a web page on the internet company internet (http://www.teach-ict.com/index.html).
Hypertext is the link directed from the textual items, it is mostly indicated by key words which are underlined and have a blue colour. Hypermedia refers to the similar links to the hypertexts, however, instead of linking text or set of the words to the texts, involves linking diverse media such as images, sound, animation and video. It is only possible for hypermedia to use two types of media, either text plus sound or text plus photographs (Bahadorfar 2013: 249). Hyperwords is the term used for interactive text, however, hyper-links describes the words that are linked to target destinations. Through simple set of commands hyperwords enable interaction with other programs such as dictionaries, e-mails, on-line translators (https://en.wikipedia.org/wiki/Hyperwords).

There are a few ways of creating hyperlinks, it can be done via:

1. a text link
2. an action button
3. an object, like a shape or photo, given an action setting
4. a "hotspot," an invisible action button placed over part of a slide or larger image (Bozarth 2008: 167).

PowerPoint is a powerful tool that enables creative designing. It is possible to turn plain-vanilla paper-style quizzes to more meaningful learning activities, resulting in the feeling of closer connection between the content and application by learners (Bozarth 2008: 174).

2.6. Summary

Network-based language teaching (NBLT) that consists of e-mail, blogs, discussion forums, wikis, electronic bulletin boards, and chatting with or without sound, has many advantages and undoubtedly stimulates the process of SLA. Those collaborative interactions applied by teachers in the classroom provide the opportunities and engage their students in communication activities. Moreover, the use of those tools enhances students motivation, and develops the language competences by students.

Multimedia is omnipresent in the 21st century and it is easy to use it in the classroom teaching. It has been proved that multimedia presents material in a diversity of modes, and allows students to develop a versatile approach to learning. Implementing it in the curriculum gives plenty of the advantages, most importantly it appeals to all types of learning modes as visual, aural and kinesthetic students, therefore, learners have equal opportunities in their performances. Teachers need to bear in mind the potential drawbacks and try to prevent them. The Interactive White Board and PowerPoint presentations are presented as the tools that may serve as useful tools in multimedia enhanced classroom.
CHAPTER THREE

THE STUDY

3.1. Aims of the study

The goal is to indicate how the use of the multimedia in foreign language classroom influences language teaching. The aim of the carried out study is to determine the advantages and disadvantages of multimedia implementation in the foreign language classroom.

3.2. Participants

The study comprised questionnaires that were distributed to the teachers of English. There were 30 volunteers that took part in the survey which was carried out in Poznań. Eleven questionnaires were completed at College of modern languages, ten at the University of Adam Mickiewicz and nine at the University of Technology during English lectures meeting. The questionnaires were filled by both students who already work as teachers, and lecturers. The most of surveyed were women as they constituted 25 out of 30 participants. Although the study was carried out in Poznan, the respondents came from different areas; 24 surveyed, the majority, claimed to come from the city, and the rest 6 live outside the larger agglomerations.

It should be emphasized that the survey took into consideration the number of years already devoted to teaching English. The received data allowed to determine that the largest number of respondents which are 37% have been teaching English in the range of 6-10 years. 33% of surveyed marked 1 up to 5 years of teaching experience. The following 17% of respondents have been teaching English in the range of 11-15 years, and the rest that is 13% declared to teach the foreign language for more than 16 years. From obtained results, it can be noticed that most of the teachers have been professionally active for several years. It can be connected to the fact that the majority of surveyed were relatively young teachers.

From the questionnaire responses it can be concluded that 43% of surveyed teach at universities. Even bigger number of respondents claim to work at language school (47%). 30% of participants maintain to be employed in primary school. 7% which is only two people said to work in high school, and one person (3%) marked the answer to be a middle school teacher. There was no one who chose the answers technical college or vocational school.

3.3. Instruments and procedures

The instrument for conducting the research was an anonymous survey filled by randomly selected thirty volunteers. The basis for the confirmation of my thesis are questionnaires completed by English teachers who work in primary school, middle school, high school, language school or at the university.

The procedure of the survey was as follows. The survey was distributed among English teachers at three different places at College of Modern Languages, at the University of Adam Mickiewicz and at the University of Technology. The questionnaires were filled by both students who already worked as teachers, and lecturers. After obtaining the proper amount of completely filled questionnaires an analysis was conducted that allowed to determine the
advantages and disadvantages of multimedia implementation in the classroom, and indicate the influence of multimedia use on language teaching.

Out of 38 distributed questionnaires, seven were not received as the result of not filling them by respondents or lack of the interest in the study itself. Moreover, one questionnaire had to be discarded due to formal shortcomings as an incomplete answer to some of the closed questions and misunderstanding of some of the questions. Therefore, in total there were 30 valid questionnaires which were thoroughly analyzed.

The questionnaire consisted of two parts, and in total comprised 12 questions. Most questions offered a limited choice of answers, and one was of an open type. Part one of the questionnaire sought the general information about the participants’ sex, place of residence, years of English teaching experience, and the type of the school where he or she works. The aim of these information was to create a general profile of an English teacher. The first question was about the gender whether the surveyed is a man or a woman. The second question was about place of residence, possible answer were small town or city. The third question was about years brackets of teaching experience, in which respondents were to define the length of working professionally as the English teachers, out of four possible answers. The last question in the first part of the survey asked for the type of the school that surveyed works in. It was possible for the participant to mark more than one answer.

The second part of the questionnaire focused on the assessment of multimedia, regarding their efficiency, different types, and the frequency of their use. The obtained results from questionnaire contributed to drawing conclusions and indicating the areas of advantages, disadvantages, and general usefulness of multimedia use in the classroom.

The first question asked how often English teachers used multimedia while conducting class. In the second question, respondents were suppose to mark the frequency of using particular multimedia types; such as CD recording, videos, websites, internet platforms, computer programs and multimedia presentations. The third question allowed specifying the types of skills that teachers were practicing while using multimedia and with what frequency. In the fourth question the surveyed assessed the efficiency of using particular multimedia types in foreign language skills; grading them from one to five. The fifth question concerned the opinions of the participants on the technology use in the classroom where they could agree or disagree with given statements by marking ‘yes’ or ‘no’. The sixth question was open where teachers were asked for the examples of useful websites and platforms in foreign language teaching. The seventh question presented the table with different activities that required multimedia use. The respondents were suppose to assess the strength of influence of using particular activities on motivation. The purpose of the last question was to gather the opinion weather implementing technology in the classroom widens students’ knowledge of culture and habits in different countries.

3.4. Presentation of the results

From the answers presented in chart 1, it can be concluded that the vast majority (90%) uses multimedia either in every class or at least several times a month. In fact, 14 teachers who constituted 47% claim to use multimedia in every class, and 43% admits to have it several times a month. Only 3 people (10%) marked to have multimedia enhanced classroom once a month. There was no one of the surveyed to exploit multimedia as rarely as once per semester or once a year.
From obtained results it can be concluded that CD recordings are the most often used type of multimedia. As many as 83% (25 participants) of the surveyed said to use that multimedia often. Only 10% never uses this type of interaction, while only 7% uses CD recordings sometimes.

Chart 1. How often do you use multimedia in English classroom?

Chart 2. How often do you use CD recordings?
The biggest number of respondents 67% (20 participants) admitted using videos sometimes. 6% which constitutes two people out of thirty surveyed said to never teach a foreign language by showing some videos. Almost one third (27%) surveyed reported to often use it in the classroom.

![Chart 3. How often do you use videos?](image)

57% of participants (17 people) indicated to sometimes use websites as the source for language learning. Almost one third of surveyed (30%) claimed to often use it. Only 13% never teach English by the means of websites.

![Chart 4. How often do you use websites?](image)
The Internet platforms are never used by as many as 40% of surveyed (12 teachers). 47% of respondents use sometimes internet platforms, and only 13% considers this means as useful tool to use it often in the classroom.

Chart 5. How often do you use internet platforms?

Computer programs are not as often used as CD recordings, however, 30% admitted to use it in their class. 13 respondents which constitutes 43% claims to sometimes use it, while 27% of surveyed indicated to never use this interactive means.

Chart 6. How often do you use computer programs?
Multimedia presentations are well known tool in foreign language teaching, most of the teachers’ answers (43%) show that they use it sometimes, while 37 % claims to never use it in language teaching. Only 20% of participants marked the answer ‘often’.

**multimedia presentations**

Chart 7. How often fo you use multimedia presentations?

Chart 8 inserted above illustrates the frequency of using multimedia in practicing certain types of skills by English teachers. From the gathered data, it can be noticed that the listening skill is practiced with multimedia the most often, as many as 93% respondents confirmed that. Practicing vocabulary and pronunciation skills rank right behind listening, as they received 83% and 77% of votes respectively.

Writing, reading and grammar were marked by the biggest number of respondents as the skills that teachers use ‘rarely’. It was noted by 67%, 60% and 43% accordingly. By looking at the presented results, it is easy to notice that teachers in general use multimedia to practice all possible skills.

The answer ‘never’ was rarely selected. From the collected data, it can be assumed that teachers use interactive tools the least for practicing writing, grammar, and reading. 23% respondents admitted never to use it for writing, 20% marked never for grammar, and 17% claimed to never practice reading with multimedia.

The table presents the correlation between the level of effectiveness and the particular type of multimedia. The most effective type of multimedia indicated by the surveyed were videos with the mean value of 4.30.

The second with the mean value of 4.27 were ranked CD recordings. The result of 3.67 which was the third place in the rank of the most effective tool was obtained by multimedia presentations. Websites are placed as fourth with the mean value of 3.53. Another interactive tool that teacher assess as effective in language learning were computer games with the mean value of 3.47. Internet platforms are the last in the ranking of the tools that are perceived as successful in English teaching with the result of 3.33
Chart 8. How often do you practice particular skills while using multimedia?

Table 1. How do you evaluate the effectiveness of different multimedia types on English teaching? (5- very effective, 4- effective, 3- quite effective, 2- barely effective, 1- not effective)

<table>
<thead>
<tr>
<th>Type of multimedia</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Mean value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Videos</td>
<td>0%</td>
<td>0%</td>
<td>17%</td>
<td>37%</td>
<td>47%</td>
<td>4.30</td>
</tr>
<tr>
<td>CD recordings</td>
<td>0%</td>
<td>7%</td>
<td>17%</td>
<td>20%</td>
<td>57%</td>
<td>4.27</td>
</tr>
<tr>
<td>multimedia presentations</td>
<td>3%</td>
<td>7%</td>
<td>27%</td>
<td>47%</td>
<td>17%</td>
<td>3.67</td>
</tr>
<tr>
<td>Websites</td>
<td>3%</td>
<td>13%</td>
<td>30%</td>
<td>33%</td>
<td>20%</td>
<td>3.53</td>
</tr>
<tr>
<td>computer programs</td>
<td>7%</td>
<td>10%</td>
<td>33%</td>
<td>30%</td>
<td>20%</td>
<td>3.47</td>
</tr>
<tr>
<td>internet platforms</td>
<td>10%</td>
<td>17%</td>
<td>23%</td>
<td>30%</td>
<td>20%</td>
<td>3.33</td>
</tr>
</tbody>
</table>
57% of the respondents classified CD recordings as *very effective* in language teaching. Videos are the second tool that is perceived as *very effective* by as many as 47% of surveyed who selected the answer ‘5’. 20% of participants evaluated internet platforms, websites, and computer programs as *very effective*. 47% of teachers consider multimedia presentations as *effective*. It can be noticed from the illustrated data on the graph that one third of the surveyed think that all of the interactive tools are either *effective* or *quite effective*. The answer ‘2 barely effective’ was marked by 17% for internet platforms, 13% for websites, 10% for computer programs, and 7% for CD recordings and multimedia presentations each. There was not any answers for video as *barely effective*. Out of thirty respondents, there was no one to think of CD recordings or videos as *ineffective*. 10% of teachers classified internet platforms as *ineffective* tool in language teaching. There were 7% of people that perceived computer programs *not effective*. Multimedia presentations and websites received 3% of votes ‘1 not effective’ each.

![Chart 9. How do you evaluate the effectiveness of different multimedia types on English teaching? (5- very effective, 4- effective, 3- quite effective, 2- barely effective, 1- not effective)](chart9)

From the obtained data, it can be noticed that most of English teachers think that *computers are a wonderful tool adjuvant in language learning* (87% of surveyed ticked ‘yes’), *the Internet enables easier and faster communication with others, therefore, it is easier to learn the target language* (93% of surveyed ticked ‘yes’), *the learners more willingly participate in the multimedia enhanced lessons* (97% of surveyed ticked ‘yes’), and *the teaching accompanied by the use of multimedia is more effective* (87% of surveyed ticked ‘yes’). 77% doesn’t agree with the statement number 5 that says: *one devotes more time to computer than to language itself while using multimedia*. 30% of teachers admits not to have *conditions to use computers/ Internet in the classroom*, one of them gave an annotation that it is caused by lack of the time. Unanimously, all of the respondents (100%) don’t agree with
the statement number 8 saying that the students are not able to operate computers, therefore, it is impossible to use that tool during class. One person which constitutes for 3% thinks that there is not enough good multimedia materials for teaching English.

Chart 10. Tick ‘yes’ or ‘no’ if you agree or disagree with the statements given below.

Legend:
1. Computers are a wonderful tool adjuvant in language learning
2. The Internet enables easier and faster communication with others, therefore, it is easier to learn the target language
3. The learners more willingly participate in the multimedia enhanced lessons
4. The teaching accompanied by the use of multimedia is more effective
5. One devotes more time to computer than to language itself while using multimedia
6. The language on the websites is inappropriate to use it in the classroom for language teaching
7. I don't have conditions to use computers/ Internet in the classroom
8. The students are not able to operate computers, therefore, it is impossible to use that tool during class
9. There is not enough good multimedia materials for teaching English

Out of thirty respondents, 23 participants (77%) gave the examples of Internet sites or platforms that are useful in their opinion, while 7 teachers (23 %) did not recommended any sites. The most often suggested useful Internet site was BBC that was provided by 9 people which constitutes for 30 % out of all obtained answers. 23% (7 respondents) found site anglomaniacy.pl valuable. You Tube and British Council appeared in 20% of gathered data, therefore, 6 surveyed think of those Internet sites as helpful in language teaching. The online dictionaries appeared 4 times in the survey (three people provided linguee dictionary and one Cambridge dictionary). Quizlet.com was mentioned by three people (10%), and esl-lab.com, breakingnewsenglish.com, moodle.put.poznan.pl and CNN.com by two respondents (5%).

The remaining sites that were mentioned as valuable by the respondents are: onestopenglish.com, education.com, busyteacher.org, gettinenglish.com, duolingo.com, ft.com, independent.co.uk, ted.com, howstuffworks.com, myenglishpages.com, aljazeera.com, nytimes.com, theguardian.com, peson.pl.
Chart 11. Which Internet sites/ platforms are useful in language teaching in your opinion. Give examples.
Table 2 illustrates the teachers’ evaluation of different types of multimedia activities on stimulating and enhancing motivation and interest of the students. The most motivating and stimulating interest appeared listening to recording with the mean value of 4.10. On the second place in the ranking is watching videos from You Tube, the mean value was close to the first place and it reached 4.07. The gathered data from the survey proved that teachers perceive solving tasks and playing games on the Internet as very motivating students in the language learning, the mean value is 3.13. Subsequently, there is the multimedia activity describing pictures and photos on Interactive Board with the mean value of 2.83. After analyzing all of the data, watching Power Point presentations are thought to be the least stimulating students’ interest and their mean value is 2.73.

Table 2. Evaluate which activities stimulate/ enhance motivation/interest of your students
(0-I don’t use,1- not motivating, 2-little motivating, 3-medium motivating, 4-motivating,5-very motivating)

<table>
<thead>
<tr>
<th>Type of multimedia activities</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Mean value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening to recordings</td>
<td>0%</td>
<td>0%</td>
<td>3%</td>
<td>20%</td>
<td>40%</td>
<td>37%</td>
<td>4.10</td>
</tr>
<tr>
<td>Watching videos from You Tube</td>
<td>3%</td>
<td>0%</td>
<td>0%</td>
<td>23%</td>
<td>30%</td>
<td>43%</td>
<td>4.07</td>
</tr>
<tr>
<td>Solving tasks and playing games on the Internet</td>
<td>20%</td>
<td>3%</td>
<td>3%</td>
<td>20%</td>
<td>23%</td>
<td>30%</td>
<td>3.13</td>
</tr>
<tr>
<td>Describing pictures and photos on Interactive Board</td>
<td>27%</td>
<td>7%</td>
<td>3%</td>
<td>3%</td>
<td>40%</td>
<td>20%</td>
<td>2.83</td>
</tr>
<tr>
<td>Watching Power Point presentations</td>
<td>20%</td>
<td>3%</td>
<td>7%</td>
<td>33%</td>
<td>27%</td>
<td>10%</td>
<td>2.73</td>
</tr>
</tbody>
</table>

The graph in the transparent way illustrates that all of the multimedia are perceived by the majority of votes either as motivating or very motivating. All of the respondents (30 people), use and don’t consider Listening to recordings as not motivating. 40% indicated that this type of the activity is motivating, and 37% that as very motivating. Only 2% said it is little motivating, and 20% as medium motivating.

The biggest number of respondents (43%) evaluated watching videos from You Tube as very motivating students in language learning, 30% indicated the answer motivating, and 23% as medium motivating. Only one person (3%) doesn’t use watching videos from You Tube as interactive tool in English teaching. There was no one that thinks of this type of activity as not or little motivating.
Solving tasks and playing games on the Internet is not used by one fifth of the surveyed. There is one person who perceives it as not motivating, and one participant as little motivating. 20% marked the answer medium motivating, 23% as motivating, and as many as 30% as very motivating.

Out of thirty respondents, 9 admitted not to use describing pictures and photos on the Interactive Board. 7% of surveyed indicated this activity as not motivating, 3% as little motivating and medium motivating. The bigger number of respondents (40%) marked it as motivating, and 20% as very motivating.

Watching PowerPoint presentations were declared not to be used by as many as one fifth (20%) of the participants. One person (3%) indicated that this activity doesn’t stimulate interest among students, 7% claimed to be little motivating. One third of teachers marked it as medium motivating. 27% thinks that watching Power Point presentations is motivating, whereas 10% which constitutes for 3 people perceived it as very motivating.

The majority of respondents (90%) which constitutes for 27 teachers indicated that by the means of multimedia students gain the knowledge about culture and habits of different countries unconsciously. The remaining 10% was split in two answers. One person (3%) thinks that multimedia does not have any influence on getting knowledge about habits and culture of different countries. Whereas, 7% of the survey participants (2 people) marked the answer others. One gave the annotation that it depends on the multimedia content.
3.5. Discussion of the results

Analyzing the second part of the survey it is visible that multimedia are omnipresent in the 21st Century, and teachers use it either every day during every class, or at least several times a month. As the conditions at schools are getting better and better, different types of multimedia are implemented by the teachers to interact students and enhance English learning. Among the multimedia tools used to improve language teaching are CD recordings, videos, websites, internet platforms, computer programs, and multimedia presentations which are perceived as indispensable in class laboratory.

Currently, educated teachers realize the importance of having their language lessons accompanied by multimedia. Therefore, more and more often they apply Computer Assisted Language Teaching in practicing all types of the skills. Teaching listening, vocabulary, and pronunciation using multimedia receives the most attention. However, writing, reading, and grammar skills are also sometimes mastered by various multimedia materials.

Language teachers in general perceive multimedia tools as effective in language teaching. Among teachers videos and CD recordings are thought to be especially valuable. Multimedia presentations and Websites are often used by the teachers as they are helpful means in language teaching. Although programs and Internet platforms are less used from the other types of multimedia, the teachers know their importance, therefore, they assist language learning. Teachers perceive computer as the helpful tool for English development. The Internet serves as the valuable source in the language learning, where students can learn the language using authentic materials and benefit from getting knowledge about the world. Presently, as computer is a widespread tool and students don't have difficulties while using it, teachers willingly apply it in the language classrooms which are adjusted and well-equipped.

Most of the language classrooms have the access to the Internet, therefore, teachers in order to interact their lessons use different Internet sites and platforms to stimulate students thinking. Among the most popular there is BBC which provides plenty of diverse and
Students through learning and discovering different stories, news, facts acquire the target language. Teachers also use often online dictionaries like linguee and Cambridge dictionaries that in easy and fast way provide the students with the meaning of the word together with its definition. The teachers also find useful some sites for teaching different grammatical structures as onestopenglish etc.

Performing activities by the use of multimedia appears to stimulate motivation and interest of the students which is very important when learning the target language. Listening to recordings and watching videos from You Tube are the activities that teachers are convinced of their positive effect on students. Solving tasks and playing games on the Internet is the example of another activity that strengthens students' motivation. The next activity that supports and maintains concentration is describing pictures and photos on Interactive Board, and watching PowerPoint presentations.

It has been proved that multimedia also supports student' development. By using computer-assisted language learning, students acquire the knowledge about culture and habits of different countries unconsciously. Therefore, students broaden their cultural awareness unconsciously which in turn can benefit their daily life when in the era of globalization students travel abroad very often.

3.6. Weakness of the study

The analysis of the conducted survey included small number of respondents which may have resulted in the high margin of the statistical error. Bigger number of filled questionnaires allows to provide more reliable analysis. Even though, teachers came from different towns and cities, they all lived in the particular area of Poland, namely in the Greater Poland region. The conducted study only used the questionnaire, and it was the only tool in analyzing the influence of using multimedia on English teaching. Carrying out the additional interview could ensure of receiving more reliable data as some of the respondents may have misunderstood some of the questions affecting its reliability. Last but not least weakness of the study can be seen in the situation when some of the questionnaires have not been filled and some had to be discarded as the result of negligence of some of the participants. All of the mentioned drawbacks result from the lack of experience of the author and due to that could affect the credibility of the study.

3.7. Pedagogical implications

Motivation is one of the most important factors in the language learning, therefore, teachers should apply as much multimedia into their teaching as it is possible. The Internet provides teachers with many useful pages. It is advised for teachers to search for some sites that will suit their students' needs, and influence their English teaching. Especially that there are many available sites for free, designed for language teachers.

The interactive tools are very effective in second language acquisition, especially CD recordings, video recordings, and PowerPoint presentations, therefore, teachers should implement them to their daily practice to enhance students’ language learning.

Multimedia can be used and serve for practicing all of the skills, however, it has been noticed that grammar, reading, and writing are rarely practiced with multimedia. It is known that many students have problems with grammar, therefore, it is recommended to solve some of the grammatical tasks, using interactive tools.
As we live in the era of the globalization, it cannot be forgotten that it is important to educate students and broaden their knowledge regarding culture and habits of different countries. Multimedia can serve as the effective tool that in the interactive and interesting way can deliver essential information about the foreign people, their religion, the language, typical holidays and many other.

It is advised that in the multimedia-enhanced classroom the material is carefully selected due to students' needs. Moreover, earlier preparation by the teachers is suggested as sometimes inappropriate language may appear, wrong content, or unsuitable level of the difficulty.

CONCLUSION

Multimedia is a future-oriented form of learning English. Improving conditions in schools, result in having well-equipped classroom enabling using various forms of multimedia. Currently, there are many students that need motivation in learning and as they are surrounded by multiple stimuli every day, they have to learn in the same way. Teachers need to realize that they need to go away from traditional teaching and use the tools that involve different senses.

The teachers indicate the number of the advantages from using multimedia in the classroom. First of all, they think that computers are a wonderful tool, and together with the Internet enable easier and faster communication, which in turn results in and leads to acquiring target language in easier way. The next advantage seen by teachers is that they observe increased willingness by English learners participation in the classroom. The third advantage is that teaching in combination with multimedia is undeniably more effective. The fourth very important benefit is that there are enough good multimedia materials for English teaching, giving opportunities for teachers to provide their students with reliable, various, and interesting sources.

Multimedia is undoubtedly a good form of learning the language, nevertheless as each method has disadvantages. The biggest disadvantage in the multimedia-enhanced classroom is that the material has to be carefully selected due to students' needs. Moreover, it requires earlier preparation by the teachers as sometimes inappropriate language may be used, wrong content, or the level of the difficulty.

Podziękowanie

Swoją pracę dedykuję moim wspaniałym Rodzicom za ogromne wsparcie w wędrówce w zdobywaniu wiedzy. Korzystając z okazji, w tym miejscu, chciałabym serdecznie podziękować Panu Doktorowi Derenowskietu, promotorowi mojej pracy, za cierpliwość, cenne wskazówki oraz poświęcony mi czas. Chciałabym również podziękować Tym Wszystkim moim Bliskim, którzy pomogli mi w ukończeniu mojej pracy naukowej, za pomoc, dobre rady, otuchę i nieustaną motywację.
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[54] http://www.teachict.com/as_a2_ict_new/ocr/AS_G061/316_present_communicate_data/presentation_features/miniweb/pg8.htm, 2016-01-05 (last access)

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( Received 10 February 2016; accepted 08 March 2016 )
Appendix 1 Questionnaire used for the study

Celem niniejszej ankiety jest poznanie opinii nauczycieli języka angielskiego na temat wykorzystania multimediów w klasie. Ponad to, ankieta ta pozwoli na pozyskanie informacji na temat potencjalnych zalet i wad wiążących się z użyciem technologii w nauczaniu.

Ankieta jest całkowicie anonimowa, a uzyskane informacje zostaną wykorzystane wyłącznie do celów badawczych studentki filologii angielskiej. Wypełnienie ankiety zajmie Państwu około 10-15 minut.

CZĘŚĆ I

1. **Płeć**: □ Kobieta □ Mężczyzna

2. **Miejsce zamieszkania**: □ Miasto □ Mała miejscowość

3. **Jak długo uczy Pani języka angielskiego?**
   - 1-5 lat
   - 6-10 lat
   - 11-15 lat
   - 16+ lat

5. **W jakiej szkole uczy Pani języka obcego?**
   - w szkole podstawowej
   - w gimnazjum
   - w liceum
   - w technikum
   - w szkole zawodowej
   - w szkole językowej
   - na uczelni
CZĘŚĆ 2.

1. Jak często wykorzystuje Pani/Pan multimedia (np. zasoby internetowe, nagrania video, nagrania CD itp.) na lekcjach języka obcego?

- na każdych zajęciach
- kilka razy w miesiącu
- raz w miesiącu
- raz w semestrze
- raz w roku szkolnym

2. Z jaką częstotliwością wykorzystuje Pani/Pan poszczególne multimedia na lekcjach języka obcego?

<table>
<thead>
<tr>
<th>często</th>
<th>czasami</th>
<th>nigdy</th>
</tr>
</thead>
<tbody>
<tr>
<td>nagrania CD</td>
<td></td>
<td></td>
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<tr>
<td>nagrania video</td>
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<td></td>
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<tr>
<td>strony internetowe</td>
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<tr>
<td>platformy internetowe</td>
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<tr>
<td>programy komputerowe</td>
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<tr>
<td>prezentacje multimedialne</td>
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</tbody>
</table>

3. Do ćwiczenia jakich umiejętności i w jakiej częstotliwości używa Pani/Pan multimedia?

<table>
<thead>
<tr>
<th>Najczęściej</th>
<th>Rzadko</th>
<th>Nigdy</th>
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</thead>
<tbody>
<tr>
<td>Słownictwa</td>
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<td>Słuchania</td>
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<tr>
<td>Wymowy</td>
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<tr>
<td>Pisania</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Czytania</td>
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<td></td>
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<tr>
<td>Gramatyki</td>
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</tr>
</tbody>
</table>
4. Jak ocenia Pani/Pan skuteczność poszczególnych multimediów w nauczaniu języków obcych? Które z nich przynoszą zamierzone efekty?
(1 - najniższa skuteczność, 5 - najwyższa)

<table>
<thead>
<tr>
<th>Skala Multimedia</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nagrania CD</td>
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<tr>
<td>Programy komputerowe</td>
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<tr>
<td>Nagrania video</td>
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<tr>
<td>Strony internetowe</td>
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<tr>
<td>Prezentacje multimedialne</td>
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<td></td>
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<tr>
<td>Platformy internetowe</td>
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</tr>
</tbody>
</table>

4. Czy uważasz Pani/ Pan, że:

<table>
<thead>
<tr>
<th>Czy uważasz Pani/ Pan, że:</th>
<th>TAK</th>
<th>NIE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Komputery są wspaniałym narzędziem wspomagającym naukę języka.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Dzięki Internetowi łatwiej i szybciej można komunikować się z innymi ludźmi - łatwiej się więc uczyć języka.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Uczniowie chętniej uczestniczą w lekcjach z wykorzystaniem multimediów.</td>
<td></td>
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</tr>
<tr>
<td>4 Nauczanie z wykorzystaniem multimediów jest skuteczniejsze.</td>
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<tr>
<td>5 Podczas pracy nad językiem wspomaganym komputerowo więcej czasu poświęca się komputerowi niż językowi.</td>
<td></td>
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</tr>
<tr>
<td>6 Język na stronach internetowych jest nieodpowiedni do używania go na lekcjach.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Nie mam warunków do używania komputerów/Internetu w czasie lekcji</td>
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<tr>
<td>8 Uczniowie nie umieją posługiwać się komputerami - nie można więc korzystać z tego narzędzia na lekcji.</td>
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<tr>
<td>9 Nie ma wystarczająco dobrych materiałów multimedialnych z zakresu języka, którego uczę.</td>
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…………………………………………………………………………………………………

6. Proszę zaznaczyć w tabeli w jakim stopniu poniższe aktywności poprawiają motywację/ zainteresowanie Pani/Pana uczniów najbardziej, gdzie 1 oznacza najmniej a 5 najwięcej.

<table>
<thead>
<tr>
<th>skala</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Nie używam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ogładań prezentacji PowerPoint</td>
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<tr>
<td>Ogładań filmów lub materiałów z YouTube</td>
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<tr>
<td>Słuchanie nagrań</td>
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<tr>
<td>Rozwiązywanie zadań i granie w gry przez Internet</td>
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<tr>
<td>Opisywanie obrazków i zdjęć na Interaktywnej Tablicy</td>
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</tbody>
</table>

7. Czy uważa Pani/Pan, że użycie multimediów w klasie poszerza wiedzę na temat kultury i zwyczajów panujących w innych krajach?

- Tak, uczniowie poprzez zasoby internetowe, nagrania video i CD, nie podświadomie uczą się o zwyczajach i kulturze innych państw;
- Uważam, że multimedia nie mają żadnego wpływu;
- Inne……

Bardzo dziękuję za poświęcony czas na wypełnienie ankiety
STRESZCZENIE PO POLSKU


Słowa klucze: Komputerowe wspomaganie nauczania języka CALL; Multimedia w klasie; Internetowe narzędzia wykorzystywane w klasie; Prezentacje PowerPoint; Interaktywna Tablica