



# «Նոր ժամանակի կրթություն» ՀԿ

## ՀԵՐԹԱԿԱՆ ԱՏԵՍՏԱՎՈՐՄԱՆ ԵՆԹԱԿԱ ՈՒՍՈՒՅԻՉՆԵՐԻ ՎԵՐԱՊԱՏՐԱՍՏՄԱՆ ԴԱՍԸՆԹԱՅ

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The Role and Impact of Information Technologies on the Development of Learners'  
Psychology*

*Առարկան՝ անգլերեն*

*Հնտագոտող ուսուցիչ՝ Սաթենիկ Տիգրանյան*

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## INTRODUCTION

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The given research paper is devoted to the role and influence of information technologies on the development of learners' psychology and its application in an ELC in Armenian schools.

Information technologies provide the instructors and students an effective teaching-learning process as applied. Multimedia is widely used in the modern society in various fields; it bears educational context. From the point of education, it is used for all levels of learning and teaching from pre-school education to post-graduate studies. It is effective for all types of subjects.

In the focus of our attention is applying information technologies, multimedia, that's to say text, audio, images, animations, or video in a foreign language class (ELC) in Armenian schools.

**The significance of the topic** is explained by its **relevance**. It is well known that recent technological developments have given lots of opportunities to educators and learners to use them as additional sources for knowledge. Most teachers use them for organizing a fine teaching- learning process. Furthermore, the use of multimedia is also highly effective for the learners. The relevance of our research is concluded by the improvements in the education field in Armenia which aim at the modernization of the school curricula, as well as methods and techniques of teaching and learning. Most schools and teachers in Armenia still prefer using traditional methods during teaching-learning process, as not all schools in Armenia are technically assisted. This depends on the financial means of schools. This paper is an attempt to ascertain the efficiency of multimedia in ELC in Armenian schools.

**The main aim of the study** is to analyze information technologies in general and to check the didactic potential of multimedia via the application of text, audio, images, animations, or video while teaching in ELC in Armenian schools.

According to the main aim of the study, the following specific **objectives** have been outlined:

- ✚ to define the concept of " information technologies " in various fields;
- ✚ to determine the role of application of information technologies in the teaching-learning process;
- ✚ to give some recommendations to make language teachers aware of the role of multimedia technology in teaching;
- ✚ to predict the future of information technologies and multimedia in education;
- ✚ to point out some of the major advantages and disadvantages of using multimedia in ELC in Armenian schools;

The **object** of the research are Information technologies which can be applied in an ELC in Armenian schools and their impact on students.

During the research the following **methods** were applied:

- *theoretical*: study of relevant scientific literature (only electronic resources taking into account the topic of the research);
- *social and pedagogical*: observation and monitoring of the teaching-learning process;

**The theoretical significance of the paper:**

- general overview of information technologies has been presented;
- the role of multimedia in education in general and in an ELC in Armenian schools particularly has been studied;
- the future of multimedia in education especially in ELC in Armenian schools has been predicted.

**The practical value of the paper:**

- analysis of application of information technologies in education has been conducted;
- recommendations for teachers of applying information technologies in ELC have been given;
- didactic potential of information technologies in ELC in Armenian schools has been revealed.

## CHAPTER 1

### INFORMATION TECHNOLOGIES IN EDUCATION

#### *1.1 Information technology: definition and application*

##### *What is Information Technology?*

Information technology (IT) is the use of any computers, storage, networking and other physical devices, infrastructure and processes to create, process, store, secure and exchange all forms of electronic data.

Information Technology is a worldwide accepted educational instrument designed to increase the effectiveness and efficiency of the educational system. Computers are mainly used to improve the learning system.

##### *Applying information technologies in teaching*

English is used as a second or third language in Armenia and other non-native speaking countries, and it is the first language for some people. English has become a vital medium of communication among people of many cultures and languages as it has spread and developed around the world. As a medium of instruction and curriculum in educational institutions, English now has a greater function and significance in Armenia than it has ever had. As a large number of English learners get older, several teaching approaches have been tested to determine the effectiveness of English language instruction. Technology has been used in the form of cinema, radio, television, and tape recording for a long time. Technology has become one crucial part of society that helps kids see the wider picture of the world and not simply be constrained to what schools and teachers teach them within their classrooms. Of course, technology has shown to be an effective substitute for traditional language instruction.

The new period has presented modern language teachers with new tasks and responsibilities. The extraordinary growth of newer technologies such as multimedia technology has dramatically impacted the tradition of English education. As technology has the power to attract language learners, it presents a plethora of alternatives for making education engaging and productive. “Technology stands at the heart of the globalization process; affecting education, work, and culture”, says David Graddol, a British linguist. As a result, technology is a major driver of both social and language change.

Teachers of English feel the need to adapt their language teaching methods as the popularity of English grows day by day and worldwide. Although some teachers employ the “cutting edge of technical and scientific development”, the bulk of teachers continue to educate in the traditional way. However, I make no assertion that any of these conventional etiquette is harmful to pupils. Even now, they are proven to be useful in theory. There are numerous possibilities for students who study English for reasons other than fun to build confidence in the language. They must enter the world of multimedia technologies in order to keep up with English language teaching and gain more confidence. Multimedia technology, in this context, refers to computer-based interactive applications that make use of both hardware and software to allow people to exchange their thoughts and information. Text, graphics, animation, video, and sound are all used.

It is critical to study English because it is one of the most significant means of communication in the world. As a result, one of the most essential disciplines in education is English language teaching. In reality, there are more non-native speakers of the language than native speakers. There’s also the variety of context in terms of student age, nationality, and learning history, which has become a key component of English language instruction today.

The use of multimedia technology in language education has established a good framework for reforming and investigating English language teaching approaches in the modern age, thanks to the rapid advancement of science and technology. In English language schools, this approach involves the use of audio, visual, and animation elements. Multimedia technology has a favorable impact on student activities and initiatives, as well as the effectiveness of classroom instruction. Technological advancements should coincide with the expansion of English and alter the way we interact. In reality, the flourishing of the English language has been aided by the Internet. In this respect, computers are no longer the exclusive realm of a few persons, but are now accessible to the whole public.

With the rapid change in English language teaching approaches, there has been a considerable increase in literature on the use of technology in English language teaching. These works categorically state that technology is the most important aspect of teaching. This trend has stressed the importance of technology in education, with technology taking precedence over teachers. As a result, if we neglect technological advancements, teachers, regardless of their discipline or branch, will never be able to keep up with the new trend. Teachers need to cease following the same old ways of teaching and experiment, and accept that the world is changing and we need education to supplement that change. As a result, it is critical for language teachers to be informed of the latest and best equipment as well as all relevant information in any particular situation.

Information technologies can be used by teachers to make language sessions more colorful and entertaining. Many techniques, which can be used in a variety of ways in English language teaching scenarios, are now

threatening to destroy the classroom as a place of learning entirely. Some can be used for testing and remote education, while others can be used to teach business English, spoken English, reading, listening, and interpreting. The idea of education should be to value new technology without abdicating the teacher's duty or restricting the functions of traditional teaching methods. There are a number of reasons why all language teachers and students should be familiar with the new technologies. Most importantly, new technologies have been discovered and spread at such a rapid pace that we cannot escape their allure and influence on all of us: teachers and students, native and non-native English speakers alike.

### ***Recommendations***

For a long time, Information technology and language instruction have gone hand in hand, contributing as teaching aids in language classrooms. Despite the latest innovations in language education such as websites, blogs, online journals, teaching technique, and so on, Information technology continues to be a cause of worry and uneasiness for many teachers throughout the world. However, because of the speed and scope of change in teaching technology, many teachers, teacher educators, and administrators are unsure how to best use computers, other forms of digital technology, and the global engagement provided by the Internet in language education. Many countries have attempted to upgrade their equipment, have invested significant sums in technology, and have demonstrated the benefits of incorporating technology into language education. Many teachers, however, remain uninterested in using technology to teach the language. There are numerous parts of technology that impede education, yet there are other services that assist with learning. The following suggestions have been made in order to improve the general situation and make language teachers aware of the role of multimedia technology in teaching:

#### ***+ Teachers should play the leading role in teaching***

The use of multimedia technology in the classroom has the potential to improve English language education while also allowing teachers to rethink their practices. However, even if multimedia technology is used, teachers should take the lead. Computers and other technologies should not be used to take their place. Students may quickly develop their listening and speaking abilities when each course is introduced and spoken English is taught, which multimedia technology cannot achieve. Even the interpretation of the professors during language instruction should not be neglected. In general, English should be used frequently in language classes to help students improve their communicative skills. Despite its tremendous educational effects, Information technology should be used as a teaching aid. As a result, teachers must decide whether or not to use multimedia technology in English language instruction.

#### ***+ Teachers should not consider the computer screen as a blackboard or whiteboard***

Some teachers make the mistake of taking the computer screen for a chalkboard or whiteboard. They have pre-programmed exercises, questions, answers, and lesson plans on their computers, which they present in the classrooms. They are not required to write on the blackboard or the whiteboard. The teachers' job is to set the tone for the class and encourage students to converse in English. We should focus on the utilization of both old and modern methods of language instruction. Visual aids such as blackboards or whiteboards are required for relaxation. As a result, it is recommended that the chalkboard or whiteboard be used frequently in order to combine conventional and modern teaching methods. Furthermore, competent teachers are fully aware that perfect teaching resides in their minds. As a result, they should put questions raised by students on the blackboard or whiteboard. Teachers can build a real-life backdrop for effective teaching in this way.

 ***Teachers should encourage students to use their own mind and speak more***

The ability to create audio and visual effects that vividly portray the content of textual documents is one of the benefits of adopting multimedia technology. New technologies emerge and disseminate at such a rapid pace that we cannot resist their allure and effect. This method aids students in comprehending the lecturers' instructions and material. However, simply exhibiting the content of texts via a PowerPoint presentation is insufficient to encourage students' thinking. Teachers must encourage pupils to use their own minds and talk more in English communication situations. They should not overdo technology in order to leverage the updated aspect of English language education; instead, they should actively participate in class practice.

 ***Teachers should use all possible teaching aids and technique***

Some language teachers rely only on multimedia technology in their classrooms. However, there are few other educational methods that can replace multimedia technology. It cannot, in the same way, be used to substitute any other teaching approaches. Although multimedia technology offers distinct advantages in teaching, the functions of other traditional kinds of teaching instruments are equally significant in English language instruction. The tape recorder, for example, continues to play an essential role in listening materials. As a result, language teachers are expected to select appropriate teaching instruments based on the needs of the instructional environments. Students in Armenia will be unable to learn English as quickly and effectively as they could with technology or as quickly and effectively as their peers around the world if teachers are not educated to use technological tools in the classroom. Since a result, teachers in non-native English speaking nations should integrate multimedia technology with traditional teaching resources, as they can play an essential role in effective English language instruction.

 ***Teachers should not overuse multimedia technology***

Many teachers believe that increasing the use of multimedia technologies in language instruction will result in better results. They believe that multimedia technology can improve the classroom environment, stimulate

students to participate in class, and provide students with easier access to language materials. Teachers sometimes neglect or resort to exposing kids to whatever current software is most available, with little instructional support or curricular link, since they lack a clear concept of effective technology use. In fact, it is erroneous to expect that the use of multimedia technologies will transform English language instruction. Although the kids appear to be interested in learning, they are actually idle because they are constantly staring at the screen. Other skills in language learning are ignored in this approach.

In practice, if students are interrupted during language classes, they learn less from the materials. Despite the numerous benefits of employing multimedia technology in the classroom, it should only be used as a complement by language teachers. Traditional teaching tools must be used to effectively train students' communicative competence in the classroom. Teachers should resist the urge to employ technology without first grasping its educational ramifications. Students can make full use of listening and speaking resources and develop their general language abilities if multimedia technology is handled effectively in instruction and not misused. As a result, language teachers should include both traditional teaching methods and multimedia technology into English language instruction so that students receive comprehensive training in their listening, speaking, reading, and writing abilities.

After all, the primary goal of using multimedia technology into language instruction is to increase students' motivation and enthusiasm in studying the English language. This can be a useful technique to get non-native English speakers interested in language learning in the non-native English speaking context. To do this, language teachers must develop a conducive environment for English language instruction, based on the availability of information and teaching tools. If students are not overly reliant on their mother language, they should be encouraged to converse with one another in English when using multimedia technologies in the classroom. The English learning method should be more student-centered and time-efficient. Language teachers should use multimedia technologies to preserve their students' communication competence.

Finally, the use of information technology can significantly increase students' critical thinking and practical language skills. This will secure and fulfill a successful English language education outcome. Despite some of the downsides of employing multimedia technology in the classroom, it may be used effectively in English language courses. Overall, language teachers who are not native English speakers may teach English more effectively if they employ multimedia technology.

## ***1.2 The future of multimedia in education***

### ***The future of education***

It's impossible to talk about the role of *Information technology* in the future of education without also talking about the future of education. Many predictions have been made regarding the future of education, including the disappearance of the classroom teacher and a technology-driven revolution in schools, universities, and businesses. It is frequently espoused in shining terms that promote equity and access. The problems are numerous and varied, and there is no indication that there is a failsafe solution that educators can



utilize. This isn't likely to happen. Furthermore, there is little evidence of educator agreement on the future shape and role of educational institutions serving various sectors. To say the least, it would be ambitious to foresee the role of *Information technology* in such an uncertain environment. Educators, on the other hand, can set themselves some viable aims that are less susceptible to the capricious changes in technology by adopting a proper set of principles.

There is a lot of discussion in the educational industry right now about bringing education "online". When discussing the role of multimedia in education, it is clear that debates that focus on technological ability rather than pedagogical strategy will yield little useful information; achievement of machines, software, and programmers rather than achievement of learners and mentors; and quality of technological wizardry rather than quality of learning experiences and outcomes will yield little useful information. That isn't to imply that technological advancements and parameters are unimportant. They're important as long as you have the right educational methodologies, goals, experiences, and outcomes to focus on. For the purposes of this debate, assume that everything that has been mentioned as technologically viable today is truly technologically possible, and that if it isn't, it will be by the time all of the groundwork has been completed to enable its usage. Regardless, if certain accomplishments are not achievable, there is almost always a substitute. From this vantage point, we can shift the conversation away from technology and toward pedagogy and strategy.

After all, online education is a flexible instructional delivery method that encompasses all internet-based learning. Online learning allows educators to communicate with students who may not be able to enroll in a regular classroom course, as well as students who need to work on their own time and pace. Increased educational access is one of the possible benefits of online education; it gives a high-quality learning opportunity, enhances student results and abilities, and broadens educational choice alternatives. As a result of online education, geography, time, and quality are no longer regarded issues in obtaining degree courses or higher education. Taking all of these considerations into account, online schooling became quite popular during and after the pandemic. Without the use of multimedia, online education will be a waste of time. As a result, the future of multimedia is inextricably linked to the future of online learning.

### ***The future of multimedia in education***

In higher education, it is not a foregone conclusion that all learning should be aided in an online environment, and the same cannot be said for the use of technology in primary and secondary school. It seems doubtful that all learning activities will be mediated in some way by technology. A key research topic is determining which learning tasks necessitate people being in the same place at the same time. When it comes to online learning, multimedia is a must. It is vital to evaluate the infrastructure that permits the existing educational paradigm to work while transitioning it into a new model that promotes learning activities that are independent of time and place. A lot of this infrastructure has a lot of flaws. Libraries, arts and cultural centers, learner support systems, and other such resources must all be available and integrated into the model. Additional materials, such as online encyclopedias and comparable resources, must be included in the toolset available to students.

As previously said, the role of multimedia in such a model where learning is a part of schooling, working, or simply living is that of a communication tool. The necessity of such a setup is that communication be available everywhere. The new technology will make this possible. It doesn't matter if they're WebTVs, NetPCs, or some other new technology, as long as they run on open platforms with the fewest possible barriers to entry. In all areas of education, new creative learning projects can be explored. In his debate on the future of education, German politician Lemke proposed a new literacy that would replace print literacy. He didn't declare the written language's demise, but rather a literacy comprised of the set of skills required to discover and organize information in cyberspace, for ourselves and others.

The expansion of low-cost intelligent devices and writing tools that are substantially simplified will make this informal use and authoring of multimedia accessible to an ever-widening segment of society. The demand for professionally produced material will not be reduced as a result of this. There will always be a difference between multimedia that is professionally produced and distributed and multimedia that is not, just as purchasing a pen does not make one a writer, but educators should welcome the transition in technology that allows anyone to author for the potential it offers them and their students.

Finally, the future of multimedia in education is that of a communication tool, when it is isolated from the issues of technology that tend to mystify conversation and place it firmly in the hands of people who are highly technologically proficient. As the ability to author becomes more broadly available, its dimensions and capacities will change and expand. Teachers will be able to transition from teacher to facilitator and mentor as a result of the ability for students of all ages to author as part of a creative educational program that is based on completion of goals and skills rather than time served. Our ability to accept an educational paradigm that treats learning as an essential, gratifying, and ongoing element of life at home, in the workplace, and in educational institutions will be transformed by interactive communication tools.

## CHAPTER 2

### APPLYING INFORMATION TECHNOLOGY IN ELC AND ITS IMPACT ON LEARNERS' PSYCHOLOGY

#### *2.1. Advantages and disadvantages of multimedia-aided English teaching*

##### *Advantages of applying multimedia*

As multimedia technology becomes more widely available, it seems natural that language teachers include it into their lesson and assessment preparation in the same way that video, film, and computer-assisted learning methodologies have. As the use of technology for teaching and learning is developing their institution in the proper path, the students are surrounded by technology, which can provide exciting and novel methods to language education. As a result, English teachers can fully utilize technology to teach English in non-native speaking nations. The following are some of the major benefits of using multimedia technology:

- *Motivating students to learn English*

In English language classes, traditional teaching approaches are unpopular and ineffective. Multimedia technology now pushes kids to learn English quickly and efficiently by using audio, visual, and animation elements. In this regard, we must also consider the fact that, as visual beings, we are more influenced by what we see, and that technology aids in bringing the visual part of teaching to schooling. Who among you would choose a lecture over a presentation? It facilitates access to information on the target language's culture. Multimedia technology creates a real-life or local speaking nation atmosphere for English language instruction, which considerably cultivates students' interest and motivation in learning the language, thanks to qualities like plentiful information and spanning time and place.

- *Enhancing student's communicative competence*

Traditional teaching makes it difficult to attain the goal of learning English because it limits the student's ability to comprehend the language's structure, meaning, and function. Students become passive absorbers of knowledge when taught in this manner. However, multimedia technology has been a huge aid in integrating teaching and learning and providing students with additional incentives, ensuring students' future workplace competitiveness. Students' mental patterns are influenced by the teachers' instructions, and their emotions are influenced by the teachers' instructions. The usage of a PowerPoint template, for example, stimulates students' thinking and their ability to comprehend the language. Its auditory and visual effects assist them in converting English learning into capacity development. It generates a favorable atmosphere for classroom activities including group discussions, subject discussions, and debates, which can increase opportunities for communication among students and between teachers and students. As a result, multimedia technology enables pupils to think positively and communicate effectively while learning the language.

- *Widening student's knowledge about the target language's culture*

The use of multimedia technology that is tied to the target culture provides students with more information than textbooks and allows them to become more familiar with cultural backgrounds and real-life language materials, which can encourage them to learn. The students not only enhance their listening skills, but they also learn about the target language's culture. Students can be provided with knowledge about the target language's culture by having access to a wealth of information via multimedia technology. This creates an opportunity for students to share information and encourages them to actively participate in class activities, allowing them to acquire the language more quickly and effectively.

- ***Improving teaching efficiency***

In language schools, using multimedia technology improves teaching material and maximizes class time. It deconstructs the traditional teacher-centered teaching style and significantly enhances teachers' teaching efficiency. It is difficult for students in big courses to communicate verbally, but the use of a multi-media sound laboratory materializes face-to-face instruction. Traditional teaching methods focus solely on the teacher's instruction and supply pupils with limited information. Multimedia technology, on the other hand, goes beyond time and place to create a more realistic setting for English instruction. It encourages pupils to take initiative and saves class time by giving them additional information.

- ***Enhancing interaction among students and between teachers and students***

Gary Motteram, a computer assisted language learning teacher at Manchester University, is one of the researchers studying the efficacy of technological use in language classes. He claims that "most teachers still work in physical classrooms, and looking at methods to complement these places with digital devices is a very reasonable beginning point". In reality, multimedia technology in the classroom emphasizes students' active participation and emphasizes the value of student-to-student and teacher-to-student interaction. One of the most common applications of multimedia technology in the classroom is to improve students' listening and speaking skills, and hence their communicative competence. The teacher's function as a facilitator is particularly important in this process. Multimedia technology can be used to provide a framework for information transmission between students and between professors and students, stressing student engagement in genuine, meaningful interaction. The typical classroom teaching model is improved by this opportunity. As a result, teachers in the classrooms no longer force pupils to passively accept knowledge.

- ***Creating a conducive teaching environment in the classrooms***

The employment of Information technology in the classroom produces a conducive learning environment. Bad teaching will not disappear with the addition of even the most advanced technology, but good teaching will gain from the use of technology to assist learners achieve their goals. This strategy makes the language class alive and exciting, encouraging students to participate in the activities in the classroom. Multimedia technology offers its own set of characteristics, such as visibility and liveliness, which have a unique effect on the audience. When teaching English as a second language, the sounds and sights can be combined in a way that encourages both teachers and students to participate actively.

Similarly, using multimedia technology, students in the class can get a wealth of knowledge about the language in a straightforward and concise manner. As a result, incorporating multimedia technology into English language instruction is helpful in growing students' interest in learning while also enhancing teachers' enthusiasm for the subject.

- *Providing opportunities for English teaching outside the classrooms*

The flexible approach to teaching English using Information technology focuses on how English language instructors, teacher educators, and administrators should use technology in and out of the classroom. This means that multimedia technology allows for English instruction to take place not only in the classroom but also outside of it. It creates a multimedia language environment in which English can be taught. One of the cornerstones of successful language teaching is that instruction should be done by teachers, but it should be student-centered. Students' difficulties are sometimes addressed during classroom instruction, but other times they need to be addressed outside of the classroom, which is normally done through asynchronous methods like e-mail or conferencing systems. In such cases, students can take advantage of multimedia technology by contacting lecturers via the internet and having their issues fixed as a result.

### *Disadvantages of applying Information technology*

There are numerous downsides of employing *Information technology* in English language education despite it has helped the language teachers to boost their efficiency in teaching. Some of the disadvantages discovered in this study in the context of non-native speaking countries are as follows:

- *Emphasis on the supplementary of effective teaching*

As the chalkboard is supported by the overhead projector, another good medium for the teacher-dominated classroom, as well as early computer software packages, Information technology is a supplemental tool for English language teaching, not an end in itself. If teachers are completely reliant on multimedia gadgets during class, they may become slaves to the technology and be unable to serve the essential function of facilitator to the pupils. Many teachers use multimedia technology in their classrooms, yet many are not proficient enough to handle it appropriately.

Teachers cannot have direct eye contact with kids if they are seated at a computer all day and students are concentrating solely on the screen. Many advantages of the old teaching paradigm have been neglected as a result of the emergence of multimedia technologies in language classes. As a result, teachers must recognize that multimedia technology should be used as a complement rather than a primary goal. Electronic communication inside a single class, for example, could be considered as a phony alternative for face-to-face conversation. It should be considered and utilized as a teaching and learning tool.

- ***Lack of communication between teachers and students***

It is critical that language classes include a variety of communication activities. Teachers should instruct pupils on how to pronounce specific words, comprehend sentences, enhance mental patterns, and communicate what they have learned. Although the use of Information technology in language courses increases student attention by providing auditory, visual, and textual effects, it lacks interaction between students and between teachers and students. Teachers used pen pals before they had access to key pals, print periodicals and newspapers before they had access to online news, and work in groups face to face before they collaborated in virtual worlds. In fact, it substitutes computer sound for the teacher's speech and visual image for the teacher's analysis. As a result, the pupils will have a very restricted amount of time to communicate verbally. Multimedia technology's sound and image have an impact on pupils' willingness to think and talk. The English language classroom is transformed into a showcase, and students are treated as spectators rather than active participants.

- ***Lack of real-time teaching***

Language instruction necessitates a lot of interaction between professors and students in the form of questions and responses. Teachers pose real-time questions to pupils and encourage them to think and develop their ability to respond. For example, students should be provided as many opportunities as possible for genuine social engagement. Teachers, on the other hand, construct pre-arranged courseware for language education using information technology, which has no real-time effect in the classrooms, and students are unable to provide feedback to their teachers. It ignores the pupils' mental spontaneity, which encompasses their thinking, learning ability, and problem-solving abilities. As a result, the primary goal of teaching and using multimedia technology should be to develop students' thinking capacity. Students should have the opportunity to think, analyze, and explore their own reality.

- ***Loss of student's logical thinking***

Students will be able to absorb the subject more easily if Information technology is used in the classroom, but their abstract thinking will be limited, and their logical reasoning will be lost as a result. In fact, the process of obtaining knowledge progresses via perceptual and cognitive stages, fostering critical thinking and self-directed learning while optimizing beneficial interactions. As a result, teachers must recognize that information ranging from perceptual awareness to cognitive apprehension is critical to students' development. As a result, if kids only see the visuals and imagination on the screen, their abstract thinking will be limited, and their logical thinking will be lost.

For today's pupils, the shrinking process of learning knowledge is a key worry. Because sound and image replace textual words, and handwriting is replaced by keyboard input. Again, multimedia technology should be used as a supplement to language instruction rather than taking the position of teachers. Furthermore, rather than being a mechanical copy of teaching, it merges the visual, textual presentation with the teacher's experience

for effecting English language teaching. Teachers can increase students' language listening, speaking, reading, and writing skills by keeping in mind the students' learning process.

- *Expensive way of conducting language classes*

Using Information technology in English language instruction is a costly method of conducting language classes that may or may not be successful. Keeping this in mind, administrators and policymakers should not only assist language teachers in realizing the potential benefits of technology and encouraging them to learn how to use it in their classrooms, but they should also understand the critical role of technology in fostering the learning process by providing the necessary structure, support, and infrastructure. It tends to result in increased costs over time, though it will aid in the creation of more effective education. The costs of language learning programs begin with the costs of introducing new technologies in education. Hardware, software, staffing, and training for at least one networked computer laboratory where teachers and students can come and utilize it are normally included in the costs. In low-resource language programs, the hardware is frequently provided through a one-time grant, leaving little money for software, staff training, and maintenance.

## *2.2. Teaching with multimedia*

I teach both at school N2 after Papin Ghandilyan and at Gavar State University. It is easier at the university because it is well-equipped. At school it is different because you have to find or create suitable resources for students as the texts do not have audio which makes the teaching-learning process less enjoyable.

I supervise students' internship at school so we decided to make some material for their usage at different schools. Even if schools were not well equipped and had poor Internet connection my students were able to use multimedia. Accordingly, we picked some topics from school textbook and made as much material about them as possible. Here are some examples: the texts of "The Biscuit Boy", "The Three Bears".....

We made some videos of these tales based on the text they have in their textbook. Students read the texts, putting emphasis on the pronunciation of the words, making some animation depicting everything that took place in the above-mentioned tales and taking soothing melody to make them relax and concentrate on the utterance of words.

To present vocabulary, we decided to try something new. As students struggle a lot with the right pronunciation of English words, we decided to introduce them to utterance of words that we come across in online dictionaries such as Oxford or Cambridge dictionaries. To achieve such a result, we made some PowerPoint presentations. Those presentations were based on the vocabulary they had at the beginning of each tale. Each slide of the presentations included the new word itself, a picture referring to that word, the Armenian equivalent, the transcription, and the audio version of the pronunciation of that word downloaded from Oxford and Cambridge online dictionaries. Accordingly, in just one slide we tried to use three multimedia tools simultaneously: text, image, audio. In other words, we somehow created *talking vocabulary* for the learners.



In almost every unit of textbooks, there is a special section for grammar. We made some materials for grammar too. We again made a PowerPoint presentation. Each slide of that presentation contained one preposition, its Armenian equivalent, an image referring to the application of that preposition and one example sentence.



Self-made materials were turned into videos and downloaded on students' YouTube channels. Links were copied and shared with the pupils.

<https://www.youtube.com/watch?v=KGrjuUvvzQw&t=12s> / "The Biscuit Boy"/

<https://www.youtube.com/watch?v=tyLi9UmQ6F8&t=7s> / "The Three Bears"/

<https://www.youtube.com/watch?v=oY0YgdKFTno&t=24s> / "Vocabulary; "The Biscuit Boy"/

<https://www.youtube.com/watch?v=XaVM-JEqyIs&t=18s> / "Vocabulary; "The Three Bears"/

We also made QR codes for those links, so that the pupils could have easily got an access to watch the videos.



*QR codes for self-made material*

In this way, they had the opportunity to watch them as many times as they want, not only at school during their lessons, but also at home while revising the material assigned.

After conducting such lessons with the application of multimedia /videos, presentations, audios, images/ and with the demonstration of handmade posters and didactic material students had a little discussion



with the schoolchildren. The discussion was for the qualitative portion of teaching with the application of multimedia. They held a conversation-interview with the learners to check whether they liked having lessons with the demonstration of thematic videos, presentations, audios, images, and whether they would like to have more lessons like that.

1. *“Did you like having lessons with the demonstration of thematic videos, presentations, audios, images?”* Students’ reaction was positive.
2. *“Was it easier for you to learn the lesson with the help of videos, presentations, images or audios?”* Students’ reaction was positive.
3. *“Would you like to have more lessons like that at your school?”* Students’ reaction was positive.

The application of multimedia in teaching-learning process is very effective /of course when the necessary equipment is available/. The application of multimedia improves teaching efficiency and motivates students to learn English with more enthusiasm and interest. It makes learning language fun for them.

So the result was a successful one and students were happy to conduct their lessons with the help of multimedia technology and that was an experience which might be useful for them when they begin working as teachers in different schools.

# CONCLUSION

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The application of Information technology in ELC in Armenian schools has great impressiveness and efficiency not only for learners, but also for teachers. Moreover, teachers and students develop their creativity and critical thinking. The application of multimedia provides the proper information being compactly involved in a single interactive presentation. It is considered to be a lot more interesting means for teaching with innovative methods on the contrary of the traditional teaching methods and approaches. Due to the application of multimedia in ELC, a teacher can evaluate the students' learning styles and various abilities as well. It is aimed at making the teaching-learning process more effective, developing the learners' productive skills, creative thinking, positive attitude towards learning, their reaction to class activities, like discussions, role plays, group works, assignments and new materials.

Gained data helps teachers to organize their lesson. They face various challenges in order to overcome barriers which they encounter in the system and do their best in order to improve the teaching process.

Multimedia is applied in teaching-learning process all over the world.

The given research paper mainly focuses on the application of Information technology and its impact on learners' psychology in ELC in Armenian schools. It points out the hardships, that teachers face while trying to apply multimedia in ELC in Armenia. I have specifically put an emphasis on the obstacles that we may encounter at school.

According to the overall goal of the research and the set specific objectives, the following conclusions have been drawn.

1. The first chapter of the research paper ("INFORMATION TECHNOLOGIES IN EDUCATION") starts with the general review on the definition and application of the concept of "multimedia" in various fields. According to the presented information, Information technology provides a type of communication that mixes diverse content forms such as text, audio, images, animations, or video into a single interactive presentation.
2. The role of application of multimedia in the teaching-learning process was introduced. The utilization of multimedia technology can fully improve the students' thinking and practical language skills. This will ensure and fulfill an effective result in the ELC in Armenian schools.
3. Some recommendations to make language teachers aware of the role of Information technology in teaching were given. For example, teachers should play the leading role in teaching, they should not consider the computer screen as a blackboard or whiteboard, teachers should encourage students to use their own mind and speak more, they should use all possible teaching aids and technique, teachers should not overuse Information technology, etc.
4. The future of Information technology in education was predicted. With the ever-evolving technology, the use of multimedia is increasing in all areas of life, especially in education. In near future, the need

for application of multimedia will be bigger than it is now. The new generation is always in a search of new methods of teaching and learning. Multimedia tends to be the very thing they are looking for.

5. The second chapter of the research paper (“APPLYING INFORMATION TECHNOLOGY IN ELC AND ITS IMPACT ON LEARNERS' PSYCHOLOGY”) starts with pointing out some of the major advantages and disadvantages of using multimedia in ELC in Armenian schools. Motivating students to learn English, enhancing student’s communicative competence, widening student's knowledge about the target language’s culture, improving teaching efficiency, enhancing interaction among students and between teachers and students, creating a conducive teaching environment in the classrooms, providing opportunities for English teaching outside the classrooms are some of the benefits of multimedia, that were mentioned in the paper. Some of the disadvantages revealed in this study in the context of non-native speaking countries were as follows: emphasis on the supplementary of effective teaching, lack of real-time teaching, lack of communication between teachers and students, expensive way of conducting language classes, etc.
6. Teaching with the help of multimedia technology was carried out. Several videos, images and presentations were created. This stuff was introduced to learners at school.
7. In order to receive feedback on what the learners thought about the application of multimedia and if they liked them, a discussion was conducted with schoolchildren asking them whether the videos and presentations were interesting and more comprehensible for them and if they would like to have more lessons with them. All of their feedbacks were positive and they highly appreciated the incorporation of those innovative techniques during the EFL classes, finding them more motivating, interesting and effective means.

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To sum up the given research paper, the application of multimedia is highly effective for teaching English as a foreign language and it has positive impact on students if applied correctly. The teachers can either create videos, images, presentations themselves or take ready-made stuff to explain lessons at the same time increasing the student’ motivation, interest, creativity and productive skills. Therefore, these innovative tools are highly beneficial for both teachers and learners bearing interesting context within them and thus making their teaching-learning process more enjoyable and comprehensive. The main purpose of using Information technology in language teaching is to promote students’ motivation and learning interest in the English language. To achieve this goal, the language teachers should create a favorable environment for English language teaching-learning, which should be based on the availability of information and teaching materials. While using Information technology in teaching if students are not too dependent on their mother tongue, they should be motivated to communicate in English with each other. The process of English learning should be more student-centered and less time-consuming. The language teachers should maintain the students’ communicative competence through multimedia technology.

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