THE USE OF MULTIMEDIA TECHNOLOGY

The use of multimedia technology to enhance EFL teaching in Colombia

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Abstract

In the process of teaching and learning English as a foreign language, radio, TV, computers, cell phones, Power Point slides, Prezi presentations, video clips, blogs, email and internet represent the sophistication of multimedia technologies, these technological resources used effectively in the teaching and learning process can help teachers to prepare their students with innovative tools to learn a foreign language taking advantage of the current digital revolution. Its importance in EFL teaching comes out of the fact that multimedia provides EFL learners with more opportunities and exposure to practice and learn English as well as its culture, creating interesting, motivating and enjoyable learning environments in which students are engaged. Taking into consideration the teaching and learning reality in Colombia, this paper analyses the impact of using multimedia resources in this setting. The benefits and challenges of using multimedia in the teaching and learning process are also discussed as this paper develops.

Key words: English, multimedia, technology, teaching, learning, EFL, English as a Foreign Language.

Resumen

En el proceso de enseñanza y aprendizaje del idioma inglés como lengua extranjera, la radio, la televisión, los computadores, los teléfonos celulares, las diapositivas de PowerPoint, las presentaciones en prezi, los videos, los blogs, el correo electrónico e Internet representan la sofisticación de las tecnologías multimedia, estos recursos tecnológicos usados efectivamente en el proceso de enseñanza y aprendizaje pueden ayudar a los docentes a preparar a sus alumnos con herramientas innovadoras para aprender una lengua extranjera aprovechando la revolución digital actual.

Su importancia en la enseñanza del idioma inglés proviene del hecho de que la multimedia proporciona a los estudiantes más oportunidades de exposición para practicar y aprender el idioma inglés además de su cultura, creando ambientes de aprendizaje interesantes, motivadores, y divertidos en los cuales los estudiantes participan. Teniendo en cuenta la realidad de la enseñanza y del aprendizaje en Colombia, este trabajo analiza el impacto del uso de los recursos multimedia en la enseñanza del idioma inglés. También se discuten las ventajas y los retos que representa el uso de la tecnología multimedia en el proceso de enseñanza y aprendizaje.

Palabras claves: inglés, multimedia, tecnología, enseñanza, aprendizaje, inglés como Lengua Extranjera

The use of multimedia technology to enhance EFL teaching in Colombia

In many countries such as UK, USA, China, Chili, Brazil, Germany, Singapore, Tunisia, Japan, extensive curriculum reforms are taking place as economies build the capacity required to operate in a globalized world. Improving national proficiency in English now forms a key part of the educational strategy in most countries (Graddol, 2006). The role and status of English in Colombia is higher than ever as evidenced by its position as a key subject of education included in primary and secondary school curriculums. Taking into consideration the teaching and learning reality in our educative settings, the Ministry of Education proposed the National Bilingual Program 2004-2019, which includes the new standards for communicative competence in a foreign language: English.

The Program aims to increase the communicative competence in English in the entire educational system and strengthen national competitiveness. In order to achieve this purpose, effective and innovative teaching and learning methods are vital.

Especially in facing digital students' era, educators play an important role in making the learning process interesting and enjoyable. The learning process has to generate interest in the students and motivate them to stay in the institution, therefore, education should become a fun and thrill to them rather than burden and boredom (Damodharan and Rengarajan, 2007).

Thus, it is necessary to work with teachers who are natural leaders and protagonists of the teaching and learning process. In this effort, undoubtedly one of the most important tools are the new Information and Communication Technologies (ICT), their introduction into the classroom and the pedagogical appropriation of these resources by students and teachers.

Not only can these technologies make knowledge accessible to all students, but also allow teachers to take advantage of the growing interest of young people in digital media and

their natural abilities to manage them. Moreover, today's youth actually speak digitally. That is why, no wonder, many have called this new generation the digital generation (Shelly, Gunter and Gunter, 2011). In fact, multimedia technology has indeed proved to be of profound significance to culture and language (Graddol, 2006). Internet, computers and mobile devices play an essential role in how individuals work, live, play and more importantly, learn.

Concerning the role of multimedia in the learning process Cañellas (2006) stated that One of the most significant contributions of new ICTs to the formation processes is the elimination of the time-space barriers which have conditioned classroom teaching. From this perspective, it is assumed that learning occurs in a non-real physical space or cyberspace. Thus, educational institutions can offer virtual courses and study programs, enabling the extension of education to groups who for various reasons cannot access the classroom allowing students to take classes from any place.

The current educational revolution aims to transform the Colombian education system in terms of magnitude and relevance through strategies that expand coverage with equity criteria to improve the quality of the education and increase its efficiency and productivity. The projects that support these principles include the incorporation of new technologies and methodologies in higher, basic and media education, with elements such as the internet, computers, educational television, software and radio.

Under these premises, the Ministry of Education developed the National Program for New Technologies (MEN, 2002), which is one of the strategic projects for competitiveness. The program strategy is based on three different levels which are crucial in the process of social appropriation of knowledge through technology.

First, the program establishes the lines of action which help to build an adequate technological infrastructure. It refers to the provision of computers through initiatives such as the program Computers for Schools (MEN, 2000), and the connectivity program for educational institutions

Second, students and teachers have access to quality contents through the educational website: Colombia Aprende.com. This is a system of information and knowledge in which tools, contents and services are produced and shared to promote creativity, research and knowledge in the educational community. The website supports the access to quality content and proposes a different way of thinking about education in Colombia.

The Ministry of Education hopes that the educational community, integrated in a virtual space, without restrictions of time or place, starts to turn the school work and research into activities that promote creativity, participation, plurality and interaction enabling the development of collaborative, interdisciplinary and multicultural education projects.

The third element of the program for new technologies is the use and appropriation of Information and Communication Technologies (ICT). This axis is formed by regional educational computer programs, training and support networks for teachers, the Observatory of Information Technology and communications in education.

In terms of promoting the use and appropriation of technology, efforts are being made to implement models for the professional development of teachers providing training, support and monitoring for teachers and administrators in the use of new technologies. These efforts define quality standards for academic programs supported in the use of ICT networks, promote learning communities and evaluate the results and impacts in the use and appropriation of ICTs.

Another fact is the scarcity of educational resources in most Latin American schools as well as the poor training that teachers and students receive in universities and schools. In particular, the shortage of materials in their libraries is one of the major constraints for the formation of children and youth economically disadvantaged. That deficiency could be solved with a minimum amount of computers with broadband Internet access in school libraries. The large number of books, magazines, newspapers, dictionaries, encyclopedias, maps, documents, videos, many of them free, and compatible with multimedia, justify an initial investment, supply and installation of computer equipment, representing a cost whose value would be marginal if it is compared with the education expenses of any Latin American country (UNESCO, 2009).

Internet access also allows a number of new educational experiences such as visits to art and science museums, access to virtual labs, virtual travels to cities in remote areas, and use of interactive educational software. But there are two very important reasons why governments should provide school libraries with access to new technologies:

First, due to the multiple changes caused by the ICT revolution, the competencies required for graduate students of educational institutions in Latin America have changed. And those institutions must meet these requirements for students to be able to deal with a personal, productive and meaningful life in the 21st century.

As Selwyn and Gordard (2003) argue, the use of multimedia technologies in educational institutions is seen as necessary for keeping education relevant to the 21st century. Economically, the belief prevails that the large scale use of new multimedia and associated communication technologies for teaching and learning may offer cheaper delivery than traditional face to face and distance education and also helps establish and maintain

competitive advantages for institutions by allowing them to take advantage of foreign markets (Bennet and Macpherson, 1999).

Today, information and communication technologies, make it possible for teachers and students to share experiences through the network, enriching the classroom by facilitating the creation of learning environments adapted to modern learning strategies, with excellent results in the development of cognitive skills for students.

In this context it is important to emphasize that Internet connectivity is not enough to integrate the use of technology in everyday teaching practice. Colombia and countries in similar stages of development should promote the efficient use of ICT so that the country, its cities and regions can be more productive and competitive. This requires, as an essential condition, the development of strategies focused on teacher training on ICTs. Therefore, to achieve the quality of education it is important to consider as a central strategy the teacher training process and the development of their skills so that each day teachers take ownership of new technologies and become digital educators.

Taking into account this situation, this paper tries to analyze the benefits of using multimedia technology in EFL teaching in Colombia; it also brings out the problems faced by using these resources and aims to make teachers aware of the innovative ways and strategies to teach English regarding the evolution and rapid growth of modern technologies.
This discussion will be divided as follows:

1) What is multimedia?
2) The growth of EFL teaching through multimedia.
3) The role of multimedia in EFL teaching and learning in Colombia.
4) Potentialities of applying multimedia in EFL teaching.
5) Limitations of applying multimedia in EFL teaching.

What is multimedia?

Multimedia involves the use of a variety of media, such as text, film, video, audio, animation, and graphics (Paksira, 2009; Warschauer, 1996).

Moreover, the concept of multimedia has been long studied and analyzed to give it an accurate and complete definition made by expert researchers in this field who have devoted the best of their abilities and time in order to provide a clear and wide description of this term.

Beginning with Philips (1997) he defines the term multimedia as a catch-all phrase to describe the new wave of computer software that primarily deals with the provision of information. The multimedia component is characterized by the presence of text, pictures, sound, animation and video, some or all of which are organized into some coherent program. He also points out the importance of an interactive component which refers to the process of empowering the user to control the environment usually by a computer.

This definition emphasizes the integration of technology evolution to take advantage of the advancements made in the areas of digital graphics, video, animation, audio and the possibility to organize and handle information in visual and audio content, through the use of computers and mobile devices.

Hofstetter (2001) describes the term multimedia as the use of a computer to present and combine text, graphics, audio, and video with links and tools that let the user navigate, interact, create, and communicate.

This definition contains four essential components to multimedia. First, there must be a computer to coordinate what you see and hear, and interact with you. Second, there must be links that connect the information. Third, there must be navigational tools that let you traverse the web of connected information. Therefore, because multimedia allows the user to

interact with the media and thus manipulate it by controlling what is communicated, there must be ways for you to gather, process, and communicate your own information and ideas.

According to Reddi (2003), multimedia is an integration of multiple media elements (audio, video, graphics, texts, animation, etc.) into one synergetic and symbolic whole that results in more benefits for the end user than any one of the media elements can provide individually.

This definition essentially tries to emphasize the unification of multiple media elements and spells out the components of multimedia. It also tells us that the overall effectiveness of multimedia is better than any one component of it. But the interactive power of multimedia is not explicitly included.

Finally, a modern definition of this term refers to the interactive control of the multimedia process, when the end user also known as the viewer of a multimedia project is able to control what and when the elements are delivered, it becomes then interactive multimedia.

Vaughan (2010) describes multimedia as any combination of digitally manipulated texts, photographs, graphic art, sounds, animations, and video elements delivered by computer or other electronic means.

In brief, multimedia could contribute to integrate the diverse elements of texts, graphics, video, animation, audio and interaction as a fundamental part of language teaching in order to provide meaningful content for successful language learning; if one of these components is missing, you do not have multimedia. For example, if you have no computer to provide interactivity, you have mixed media, not multimedia. If there are no links to provide a sense of structure and dimension, you have a bookshelf, not multimedia. If there are no navigational tools to let you decide the course of action, you have a movie, not

multimedia. If you cannot create and contribute your own ideas, you have a television, not multimedia.

The Growth of EFL teaching through multimedia in Colombia

Although 21 st century is the age of globalization, it is important to grasp on various foreign languages and English language comes first. English Language Teaching has been with us for many years and its significance continues to grow, fuelled, partially by the Internet.

As Graddol's study (2000) suggested, in the year 2000 there were about a billion English learners but a decade later the number doubled. The forecast points to a surge in English learning, which peaked in 2010. The same study indicates that over 80% of information stored on the internet is in English. For the first time there are more Nonnative than Native users of the language and diversity of context in terms of learners, age, nationality and learning background has become a defining characteristic of English language teaching today.

Furthermore, with the rapid development of science and technology, the development of multimedia technology and its application to teaching, featuring audio, visual and animation effects comes into full play in English teaching and sets a favorable platform to reform and explore English teaching models in the new era. It is fair to say that the growth of internet has facilitated the growth of English and that this has occurred at a time when computers are no longer the exclusive domains of the dedicated few, but rather available to many.

The pedagogical models are in crisis, they are changing from linear, authoritarian and analog schemes to digital network models. Classical learning models are being replaced by virtual work alternatives. The central theme is that the integration of multimedia technologies

will lead to a transformation of pedagogy from traditional instructivist teacher centered approaches to the more desirable constructivist learner approaches that are seen as embodying essential characteristics of more effective learning environments (Tearle, Dillon and Davis, 1999; Relan and Gillani, 1997; LeFoe, 1998; Richards and Nason, 1999).

In this sense, and considering the importance of the use and appropriation of information and communication technologies as tools for education, especially in remote regions, social programs were developed by the National Ministry of Information Technology and Communications to promote innovation and access to new technologies in educational institutions in Colombia (Plan Nacional de TIC, 2008). According to law 1341 or ICT law, the Ministry of Information and Communication Technology is the institution in charge of the design, adoption and promotion of policies, plans, programs and projects in the field of information and communication technologies.

Currently, this institution is working on the development of a modern education system with the implementation of information and communication technologies as a factor that influences the competitiveness and development of the country.

In education, these technologies help to achieve better results in international tests such as the Program for International Student Assessment (PISA), or national tests such as (SABER); these efforts are key elements in reducing dropout rates in educational institutions.

It has been shown that countries that develop programs to achieve quality in education and make use of ICT are more competitive, as confirmed by Barrera and Linden (2009), and Rodriguez and Marquez (2011). ICT development and the growth of internet usage have important social and economic benefits. For example, a study by the United Nations (UNICTAD, 2010) shows that there is a direct relationship between the use of internet, the appropriation of ICTs, employment generation and dropout reduction.

Although it may be recognized by educators that multimedia technologies have the potential to offer new and improved learning opportunities, many educators fail to recognize this potential. From a pedagogical perspective, it is generally accepted that multimedia technologies have the potential to reshape and add a new dimension to learning (Relan and Gillani, 1977; Lefoe, 1998). The teacher's role changes from the traditional instructivist approach role of instructor and supplier of knowledge to a role more closely aligned with support and facilitation of the active construction of knowledge by the learner.

Therefore, the Ministry of Information and Communication Technologies led to the program Computers for Schools. Thus, since 2000, the program seeks to increase access and close the digital divide through the use of information technologies in teaching and learning. The objectives of the program are to improve the academic performance of students and increase their opportunities in the society of knowledge of a globalized world. This program provides technical consultation setting up computers in educational institutions and provides training for teachers in the pedagogical use of ICT.

However, the country must overcome many obstacles to achieve the massification of the Internet. The challenges are to implement a modern infrastructure, appropriate services, applications, and teacher training in the use of ICT is also required because teachers have a relevance in reducing the social inequity.

The Ministry of Education has been aware of the objectives that UNESCO (2009) has identified as a priority: training and access to information and communication technologies, work in education, science, environment and other subjects. For this reason, the program Computers for Schools recognizes that one of the main factors for the quality of education is teacher training. This formation is assumed as a research process that is transforming and enriching the teacher practice.

Moreover, the success of a National Program for New Technologies is guaranteed from the generation of a critical mass of educators, learners and institutions that can produce a significant change in the national education system, with the support of ICT. The training of teachers in ICT must be constant to improve the professional work of teachers and ensure quality in the continuing process of training and innovation teaching practices. To strengthen this axis, the program Computers for Schools is associated with The National Apprenticeship Service (SENA), private companies (Microsoft, Intel) and universities, in order to meet the goals with quality programs.

ICTs alone are not useful or effective in the educational environment. What really matters is that managers, teachers and students take ownership of them and learn to adapt these resources in their teaching and management processes. To achieve these purposes, teachers are being trained through three specific stages of training:

Phase 1: Teachers learn the basic concepts of the use of ICT.

Phase 2: Deepening phase. Teachers plan and design effective learning environments and experiences supported by technology.

Phase 3: Learning in Community. Teachers implement a curriculum that includes application of technology in collaborative environments to optimize student learning.

On the other hand, the experience in the implementation of ICT in the national context has shown that there are obstacles of several features: Pedagogical, institutional and technological. There is a fairly generalized misunderstanding among teachers about the role that ICT can play in the processes of teaching and learning (Computadores para Educar, 2012).

According to Priest and Macpherson (1999), what is problematic is the effective use of multimedia technology in educational contexts. The problem is the notion that effective

integration of multimedia in the curriculum depends not on technology itself, but rather on educators' knowledge, and perceptions regarding technology and its implementation in the specific learning contexts.

Regarding the role of Information Communication Technologies in educational contexts (Säljö, 1999) states that teachers often tend to rely on ICT as if knowledge could magically flow from computer screens to the minds of their students. Considering this, when teachers use ICT they tend to forget that good teaching cannot be replaced by technology, they can offer a new type of educational experiences to students, but it is still the teacher who makes learning possible. In addition, as teachers do not receive enough practical guidance regarding the specific way of how to integrate ICT into the curricular work of the subjects, there is ample space to do so based on their own beliefs about how this should happen.

Taking into account the limitations on the use of multimedia technologies, Colon and Simpson (2003) state that a number of educators using multimedia technologies in their learning environments are largely limiting its use to a tool for data access, communication and administration. This is an approach to complement multimedia technologies rather than a truly integrated curriculum approach.

As Tearle, Dillon, Davis and Strommen (1999) suggest, this lack of true integration results in minimal change in both pedagogical strategies and learning environments and the failure to implement effective technology integration is attributed to the fact that educators, even experienced educators, are generally unprepared for the changes demanded and produced by technology (Charp, 2000). Educators often lack the skills, technical, and pedagogical knowledge to effectively implement those technologies in their learning environments.

This lack of guidance is due to the fact that often not much is known about these practical matters, even in universities where teachers are prepared in different areas. Thus, most of teacher training assistant courses are limited to a few general ideas about using technology in education.

Considering this, Rakes and Casey (2002) claim that many educators, especially more experienced teachers, have been unable to find effective ways to use technology in their classrooms. One possible explanation for this lack of success is that the use of technology in the classroom has been viewed in terms of simple skill acquisition instead of a change process that affects the behavior of individuals on a very profound level.

According to Colon and Simpson (2003), if educators are hastened into adopting multimedia technologies without any clear educational vision of change, then significant transformation of teaching practice is unlikely (p.149).

But even when there is a more concrete and practical guidance, there are other barriers that inhibit pedagogical integration of technological resources into the curriculum. Indeed, even the majority of teachers do not feel comfortable giving classes in the room or computer lab which is where ICT are usually installed in schools, it involves them to adapt to a new role for guiding the student activity where teachers lose control of the activity and that control is taken by computer programs. It is also important to note that technical problems can arise that make classes even less fluid (Hepp et al., 2004).

To conclude, it is common, especially in developing countries such as Colombia where schools have few computers in relation to the large number of students who need to use them, that the internet speed is not enough to work with all computers available, or that educational institutions do not have an adequate support system to avoid problems during class.

Finally, teachers also avoid making use of these new resources for other practical reasons, such as lack of time to plan classes with ICT, which require more preparation than traditional classes (Redal, 2005). Another reason is the difficulty to synchronize the needs of the class with the availability of the computer lab, which is a scarce and shared resource (Sutherland et al., 2004). Another disadvantage in the implementation of ICT in teaching is that these resources require support from the school organization that is not always available, such as commitment and leadership from their managers and financial resources necessary to acquire and keep the equipment updated and operating. ICT are unfortunately not quite transparent and reliable, teachers must handle them with a technical skill that they may not always have. In addition, schools do not always have digital contents appropriate to their needs: contents with a close link with the curriculum, which are focused on topics where teachers actually require support, and contents with pedagogical guidance to facilitate its integration (Venezky, 2000).

The role of multimedia in EFL teaching and learning in Colombia

There is a belief that the use of ICTs can be an effective mechanism to improve the quality of education that students receive. However, the use of ICT may be limited only to computer use or for teaching and learning in the different fields of knowledge. Recently, interest has focused on the use of computers for teaching in the different fields of knowledge beyond the computer class, making it necessary to determine their impact on students learning.

The use of information and communication technologies (ICT) in education is becoming a major consideration as developing countries focus on improving the quality of education. The use of these resources in education has grown gradually over the past decade in developing countries, even in some of the most challenging environments in some of the

least developed countries. Several countries are determinedly expanding the supply of computers in their schools in the belief that schools will benefit from the use of new technologies and that students need to be exposed early.

In this regard, the British Council and the program Computers for Schools of the Ministry of Information Technologies and Communications MinTIC, signed a cooperation agreement in Educational Technology in order to strengthen bilingualism from the use of ICT in educational institutions of the country with educational contents that enable children and teachers to interact and learn English through games, songs, stories and online activities.

Through this joint project, the British Council makes available to students and teachers, digital contents to facilitate the learning process of English in urban and rural areas throughout Colombia (Computadores para educar, 2014).

Ideally, this agreement is intended to give students and teachers the necessary tools for learning and teaching English in accordance with the policy of the National Ministry of Education. However developing countries such as Colombia, has an additional problem to achieve quality education in schools. This problem is the cause of large dropout rates in schools and the low massification of the education system.

However, as mentioned by the Organization for Economic Cooperation and Development (OECD), the current problem is not just the gap of digital access in most educational institutions, but the lack of the necessary skills from the part of students and teachers to make use of these tools in order to increase the quality of education. This means that there is no standardization in the use of ICT, there are different levels of access to these technologies, with different levels of ownership, which can lead to greater economic, social, regional and cultural inequalities.

Although many students from rural areas of the country have never had access to technology, they might be motivated to attend school, increasing their school performance, and even spread it to their home and family. This could be achieved by making it possible for children and young people to use technology in the classroom in a friendly environment, close to their natural condition of digital natives. Evidence of this has been widely demonstrated by Rodriguez, Sánchez and Marquez (2011) who found that schools benefited from the program Computers for Schools in 2005, which did not have any program of ICT use, after three years of educational support and training to teachers, school dropout decreased rates by 4%. For example, if an educational institution had a dropout of 10%, after three years of training and support in the use of ICT, the dropout rate for this educational institution will have decreased to 6%.

This improvement in the field of education occurs only when teachers truly take control of multimedia technologies and go beyond the valuable use of email, the management of notes in databases, the illustrative presentations of their disciplines and the mere use of these technologies to organize information. Although these elements are important, it is necessary to note that there are more powerful elements to transform the teaching practice. These elements are the support, training and design of strategies to promote the effective use of technologies in class.

Therefore, the potential of ICT has been recognized as an effective tool to measure progress in the quality of education, but its value is not limited to measurements, it is also a dynamic tool that can be implemented in the classroom to save time allowing teachers to prepare lessons in a creative and interactive way. Likewise according to Piscitelli, Carneiro, Toscano and Diaz (2012), ICT generates new approaches for teaching and learning, putting theory into practical terms according to the needs and contexts of children and youth.

Despite the growing adoption and demand for ICT in modern education, in Colombia there is very little systematic research and hard data about how ICT is actually used in the classroom and even less about its impact on educational outcomes, social behavior, or employment and worker productivity (InfoDev, 2005).

As explained before, Computers for Schools is a program that aims to change some features of schools to improve educational outcomes for their students. Specifically the program seeks through the donation of computer equipment and specialized training of teachers, the decrease of the existing digital divide in the country and thus improve the academic performance of students.

In the national context, the evaluation of the program Computers for Schools was carried out through a study in which the authors Barrera and Linden (2009) assessed the impact of this program on education. To do this, an experiment was designed with 100 schools. These schools eligible and interested to participate in the program are in the departments of Antioquia, Caldas, Chocó, Córdoba, Quindío and Risaralda. The study results suggested that the program has a significant impact on reducing the dropout rates, it also shows an increase in test scores (ICFES) and higher probability for admission to higher education. However, one result should be emphasized. This suggested that access to technology is only effective if it is accompanied by a process of training for teachers to ensure the appropriate use of ICT.

The results clearly show that improvement in efficiency measures and the quality of education is not immediate but takes several periods to be observed particularly in quality. Such improvement occurs after a period of training for teachers. Moreover, the positive impacts are greater as the school takes more time with the program. For the academic achievement a positive impact of the program for test results (SABER 11) was estimated.

It is important to note that the impact improves as the time for the implementation of the program increases. For example, to estimate the impact of the program Computers for Schools on access to higher education, the study found that there is an increase in the probabilities of admission to higher education if the student was graduated from a school that had been implementing the program during two years.

In addition, it has been shown that school dropout is the primary indicator of efficiency of the school system. A child leaving school is more likely to be poor. The impact assessment of the program Computers for Schools found that access to ICT reduces significantly the risk of dropout in schools. Thus, a student who has been exposed to the program for three years has a lower probability of school dropouts than a student in similar schools that do not have the program. The results on the impact of reducing school dropouts were also available when schools that have computers were compared with other public educational institutions of the country that were not benefited from the program. Therefore, reducing dropouts in these public schools benefited from the program is crucial because there are students who are poorer on average than other students in the public education system and have historically had higher dropout rates.

The impact of Computers for Schools on tests commonly called ICFES tests or SABER11 tests, is from a quantitative point of view relatively high. The impact assessment of the program found that children in schools with the highest density of computers have a better performance on the ICFES test results. In addition, the study showed that a greater exposure of students to the program increases the positive impacts on ICFES test.

Access to ICTs by students in schools selected for the program significantly increased the probability of access to higher education. Students who completed their studies in schools with computers for four years, increased the probability of access to higher education by

12.6% and 21.4% if the educational institution has spent eight years with the program Computers for Schools.

This study provided positive results of the potential of ICT interventions which aim to improve the methods that teachers use in the classroom. The estimates suggest that this widely implemented national program without training and educational support to teachers has no effect on students' academic performance. The primary reason seems to be a failure of the implementation of the program. Despite receiving computers, training, and technical assistance, teachers in the program simply failed to incorporate the new technology into their classroom teaching. This example provides an important lesson for both researchers and policy makers. For policy makers it emphasizes the importance of program implementation and monitoring. In this case, the program simply assumed that once equipped and trained, teachers would voluntarily incorporate the provided technology into their classrooms. Mere training and equipment does not seem to be sufficient. While there is still much to be learned, one general result that seems to emerge from this literature is that positive outcomes of the use of computers in schools are linked to changes in pedagogy, and introducing technology alone will not change the teaching and learning process. It is not enough to install computers in schools without teacher training (InfoDev 2005).

Although multimedia technology has increased its popularity in EFL contexts, it is still new for EFL contexts in Colombia where learners and teachers have little access to communicative language use outside the classroom. Krieger (2005) says that EFL students lack intrinsic motivation towards language learning, due to the fact that learners do not use English in their real lives. Using multimedia technologies within the curriculum context implies appropriate use of technologies. That is, the emphasis is on exploiting the attributes

of various multimedia technologies and other strategy options in terms of their appropriateness to content requirements, contexts, learner needs, and curriculum goals.

This situation could therefore cause EFL learners not to see language learning as a real need. Another characteristic that EFL contexts share is stated by Sandra Fotos (1998) who claims that in EFL contexts a government control to the educational system could exist, thus the curriculum, content of courses and even textbooks are chosen by an agency, presumably not acquainted with the learners' needs and interests. Furthermore, Fotos (1998) argues that the main objective of these agencies in charge of education is to prepare students to pass an examination, which is a pre-requisite for university entrance.

According to Mejía (2004) the link between technology and pedagogy will have bases when they make part of an established practice in the daily life of the school, with teachers able to implement clear pedagogical concepts and concrete social interests, which enable students to appropriate pedagogy of technology, taking into account their real needs. From this perspective Mejia (2004) considers that the implementation of technology in schools is a privileged opportunity to retake the pedagogical reflection from a local perspective developing educational standards that allow the implementation of technology considering the student's needs and the Colombian educational context. It is also necessary to avoid the commercial perspective and instead recognize the benefits of ICT in the development of abilities and skills, its ability to increase productivity, generate innovative capacity and facilitate access to knowledge. Furthermore, Huergo (2000) argues that the problem facing new technologies is their economic potential, which makes them fall into a logic market that responds to the interests of the market and not to the needs and education development of each region in the country. It is urgent to problematize, understand and act on that encounter between a traditional school culture and a modern media culture that considers the student as

a human capital to be prepared for the workplace, instead of generating critical consciousness, making each person responsible, active and committed to social development.

Usma (2009), Cardenas (2006) and Valencia (2007) have noted that the government has shaped the national school system as an attempt to follow international expectations and models without caring about the reality of the language classrooms in Colombia, which presents adverse working conditions for language teaching, mainly in public schools. More explicitly, Cardenas (2006) describes a limited number of hours for English Language teaching, not many resources, large classes, a shortage of qualified teachers and scarce use of English Language.

Ideally, EFL contexts are defined as the situations where students were learning English in order to use it with any other speaker of the world (Harmer, 2007), that is, EFL learners are seen as learners of English as an International Language. But quite apart from this view, most of the EFL classrooms focus on traditional approaches to language, where grammar is taught in isolation and learners become unable to use English communicatively.

From this, it is possible to think that in some EFL settings learners do not make use of the target language even inside the classroom, which might contribute to make classes not engaging enough to awake learners' motivation. However, returning to Harmer's (2007) EFL definition, which claims that English is learned to be put into practice, no matter if learners are not living in the target language setting, it is possible to say that EFL learners could be motivated towards language learning for different reasons, among them travelling abroad, interacting with tourists or chatting with people from all over the world through the internet.

In this sense, the implementation of multimedia technology could serve to motivate students towards the target language, since they will be enrolled with content of relevance for

their lives and at the same time they will have access to diverse information in English that they could use to communicate with people around the world.

Considering this, what generates more impact is to transform teaching processes, allowing students to experience the world with the assistance of ICT, facilitating the process of knowledge construction, contributing to the development of skills that will prepare them to face the challenges of a globalized society, which affects their welfare and that of their families, and thus find new ways to overcome the traditionalism of the current education. In this regard, UNESCO (2009) argues that it is necessary to move from information access to knowledge generation through ICT, in order to meet the Millennium Development Goals formulated by the UN in 2000, to improve the quality of education.

According to OECD (2010), when reviewing the performance of students from PISA tests, it was concluded that traditional education has generated a much wider gap in schools, which exceeds the digital divide, this new gap separates students who have the skills and abilities to take advantage of computers and those who do not possess these skills. This problem also relates to the inability of the current education system to prepare children and youth for the challenges of today's world, to maximize their environment through technology, to innovate and create new ways of doing things and even to solve problems in everyday contexts.

In view of this, a policy of introducing ICT in education has to go beyond the concept of the computer room, as an additional subject in the school curriculum, but must be introduced into the classroom, changing the blackboard and chalk, for new technological applications (Hernández, 2008). New technology policies must allow teachers to achieve a close and dynamic language with their students or digital native students. The skills to be developed with ICT should not be limited to the technological field which is what happens in

computer rooms, but must be extended to the educational subjects of each teacher to engage students with relevant activities promoting a pedagogical interest for learners.

The gaps in the use of these tools is so great that it is necessary to implement the use of computers in education, involving teachers and increasing significantly the time of use in a relevant level, not only in the area of computer science but also in other areas of the curriculum. These technologies can quickly shorten the social and regional gaps substantially promoting the development of a better educational quality. Therefore, ICT generates equity in a society, ICT help to reduce gaps allowing more disadvantaged and low-achieving students, to have access to education in their own context and learning environment.

Potentialities of applying multimedia in EFL teaching

Through the effective use of technology in the schooling process, students and teachers have the opportunity to acquire important technology skills and abilities. Today's classroom teachers need to be prepared to provide technology supported learning opportunities for their students. Being prepared to use technology and knowing how that technology can support student learning have become integral skills in every teacher's professional repertoire. Teachers need to be prepared to empower students with the advantages technology can bring. Schools and classrooms, both real and virtual, must have teachers who are equipped with technology resources and skills and who can effectively teach the necessary subject matter content while incorporating technology concepts and skills.

Taking into account the impact that ICTs have in students from Colombia, it is well known that these resources generate skills of inquiry and communication, participation and responsible action.

Regarding these skills, ICTs provide a variety of resources and tools to enrich them. The inquiry skills involve the development of research skills such as, observation, data organization, explanation, reflection and action. ICTs also help students to develop critical thinking as well as the ability to solve problems. ICT allows students to develop attitudes that promote healthy curiosity and skepticism; and openness to change their own explanations. The inquiry skill is related to learning by "doing" and to promote this skill, it is necessary to provide opportunities for students to express their own opinions; do interviews, surveys; systematically observe social behavior; raise hypotheses and try to explain them; gathering information, classifying; observing, making sketches.

Skills of participation and responsible action: Another important consideration is that the anonymity that facilitate ICT allows young people to experience adopting different roles representing persons or give opinions. With such protection, they can get reactions from friends and strangers. The ability to participate in a discussion without being exposed can also help children to build confidence in their opinions. Criticism of anonymous virtual people is a less devastating experience than feel ridiculous in their own classroom. Teachers using ICT can help children to develop the skills and confidence to openly discuss difficult issues and this trust can be consolidated first exposing an opinion or point of view anonymously and obtaining validation.

Another important contributions of ICT, basically generated by the interactivity that characterizes them, is that students can deliberately engage to support initiatives that interest them, virtually participating in them. It is no longer simply about passively absorbing information but to make contributions or argue with good opinions and have the feeling of being heard and answered.

In terms of promoting the use and appropriation of technology, UNESCO (2008) created the Competency Standards for Teachers (CST). Within each of these three standards, there are specific curricular goals and teacher skills that teachers will acquire through the use of ICTs.

Standard 1 Technology Literacy.

The policy goal of the technology literacy approach is to prepare learners, citizens, and a workforce that is capable of taking up new technologies so as to support social development and improve economic productivity Changes in pedagogical practice involve the use of various technologies, tools, and e-content as part of whole class, group, and individual student activities. Changes in teacher practice involve knowing where and when (as well as when not) to use the technology for classroom activities and presentations, for management tasks, and to acquire additional subject matter and pedagogical knowledge in support of the teachers' own professional development. The technologies involved may include the use of computers along with productivity software; drill and practice, tutorial, and web content. In the early stages of development teacher competences related to the technology literacy approach include basic digital literacy skills along with the ability to select and use appropriate off-the-self educational tutorials, games, drill-and-practice, and web content in computer laboratories or with limited classroom facilities to complement standard curriculum objectives, assessment approaches, unit plans, and didactic teaching methods. Teachers must also be able to use ICT to manage classroom data and support their own professional development.

Standard 2 Knowledge Deepening.

The policy goal of the knowledge deepening approach is to increase the ability of students, citizens, and the workforce to add value to society and the economy by applying the

knowledge of school subjects to solve complex, high priority problems encountered in real world situations of work, society and life. Such problems might relate to the environment, food security, health, and conflict resolution. Classroom pedagogy associated with this approach includes collaborative problem- and project-based learning in which students explore a subject deeply and bring their knowledge to bear on complex, every-day questions, issues, and problems. Teaching is student-centered in this approach and the teacher's role is to structure problem tasks, guide student understanding, and support student collaborative projects. In this role, teachers help students create, implement, and monitor project plans and solutions. Teacher competencies related to the knowledge deepening approach include the ability to manage information, structure problem tasks, and integrate open-ended software tools and subject-specific applications with student-centered teaching methods and collaborative projects in support of students' deep understand of key concepts and their application to solve complex, real-world problems. To support their collaborative projects, teachers would use network resources to help students collaborate, access information, and communicate with external experts to analyze and solve their selected problems.

Standard 3 Knowledge Creation.

The policy goal of the knowledge creation approach is to increase productivity by creating students, citizens, and a workforce that is continually engaged in and benefits from knowledge creation and innovation and life-long learning. Skills such as problem solving, communication, collaboration, experimentation, critical thinking, and creative expression become curricular goals in themselves and these are the objects of new assessment methods. Perhaps the most significant goal is for students to be able to determine their own learning goals and plans the ability to establish what they already know, assess their strengths and weaknesses, design a learning plan, stay on task, track their own progress, and build on

successes and adjust to failures. Teachers build a learning community in the classroom in which students are continuously engaged in building their own and each other's learning skills. Indeed, schools are transformed into learning organizations in which all actors are involved in the learning process. From this perspective, teachers are themselves master learners and knowledge producers who are constantly engaged in educational experimentation and innovation in collaboration with their colleagues and outside experts to produce new knowledge about learning and teaching practice. Teachers who show competence with the knowledge creation approach will be able to design ICT learning resources and environments; use ICT to support the development of knowledge creation and critical thinking skills of students; support students' continuous, reflective learning; and create knowledge communities for students and colleagues.

Considering the skills and abilities that students can develop using ICTs, the International Society for Technology in Education ISTE (2007), developed the National Educational Technology Standards for Students (NETS). These standards of basic technology training for students are divided into six broad categories, they are very specific and relevant for education in Latin America.

1. Creativity and innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

2. Communication and collaboration.

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

3. Research and information fluency.

Students apply digital tools to gather, evaluate, and use information.

4. Critical thinking, problem solving, and decision making.

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

5. Digital citizenship.

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

6. Technology operations and concepts.

Students demonstrate a sound understanding of technology concepts, systems, and operations.

Multimedia technology is an excellent accelerator of change for content and pedagogy, these technologies are protagonists of the educational reform in the twenty-first century if they are well appropriated, promoting knowledge acquisition and students skills for life. ICT then generate new forms of teaching and learning, which are based on constructivist theories of learning and constitute a change from a teacher-centered pedagogy to a student-centered one. In this way, teachers are beginning to have a dynamic practice in the classroom.

There is no doubt that it is the merging of increasingly powerful computer based authoring tools with Internet connectivity that is responsible for the growing interest in and use of multimedia. This trend is encouraged by growing evidence that well designed online delivery, regardless of the media used, can improve retention, expand the scope and resources available in learning situations, and increase the motivation of users (Mayer, 2001).

Following this trend, another advantage of creating multimedia projects in the classroom setting is that when students create multimedia projects, they tend to do this in a group environment. By working in a group, the students would have to learn to work

cooperatively and collaboratively, using their group skills and a variety of activities to accomplish the project's overall objectives.

In addition, multimedia teaching creates a context for language teaching. This method makes the class lively and interesting, as well as optimizes the organization of the class.

Multimedia has its own features such as visibility and liveliness, during the process of teaching using multimedia, sounds and pictures can be set together, which enhances the initiative of both teachers and students, enriching the content of classes, and also imaging different contexts in the process of producing teaching courseware so that students in the classroom can use multimedia to understand the subjects in a clear way.

Through this method of language teaching, teachers can also bring in cultural content and other topics in English teaching, such as education in Britain and the United States, as well as Western festivals and customs. Multimedia language teaching can be used to help students to study under "collaborative learning". Through the production of courseware such as PowerPoint slides, Prezi slides, videos and blogs students receive guidance from the teacher and learn to cooperate with each other.

Besides, multimedia technologies can offer the students abundant information, more plentiful than textbooks, and help them to get displays of vivid cultural background, rich content and true to life language materials, which are much more natural and closer to life allowing learners to improve their listening abilities, but also learn about other cultures. Grasping information through various channels can equip the students with knowledge and bring about information, sharing among students and make them actively participate in class discussion and communication.

Moreover, multimedia enrich teaching content and make the best of class time and break the teacher centered teaching pattern and fundamentally improve class efficiency. Due

to large classes, it is difficult for the students to have speaking communication. The use of multimedia sound lab materializes the individualized and cooperative teaching creates more vivid, visual, authentic environments for English learning, stimulates students' initiatives and economizes class time meanwhile increases class information.

Finally, the interactive and intelligent characteristics of multimedia become good teaching strategies to deal with quiet English students. With the powerful functions of the multimedia computers, students can talk with the virtual characters set by the computer at the same time, students can correct their own mistakes according to the judge of the computers, which is beneficial to improve their ability of communication.

Limitations of applying multimedia in EFL teaching

Despite the benefits of multimedia technologies, their implementation in EFL settings probably involve a big challenge. A related problem is that interacting with multimedia requires keyboard and mouse skills, as well as understanding and manipulating function keys. The computer illiterate, the unskilled, or the physically handicapped may be affected.

In addition, accessing multimedia requires computer use, including sitting in front of the machine and making sense of its cues and displays. Students with vision, concentration, coordination, mobility problems, distracted or confused by the intense stimulation of colors, animation, sound, etc., may be affected. The specific features of media have been shown to affect their usefulness for teaching and learning.

A major disadvantage of using multimedia is that it may not be accessible to a large section of its intended users if they do not have access to multimedia capable machines and good quality computers.

Although, proponents of this new technology are very enthusiastic about its potential, they often leave the financial and technical issues unattended. Development costs in multimedia are very high and the process of developing effective multimedia takes time as well as time spent on developing the multimedia activities, so that the true cost of an interactive multimedia increases. Further, if the prerequisites for using multimedia include access to computers with related software, the user must possess a minimum level of computer literacy in order to exploit the capabilities of this medium for learning.

One of the main problems facing new technologies in Colombia is their economic potential mentioned before which makes them fall into a logic market that responds to the interest of the markets and not to the real needs for education in order to promote the development of each region in the country.

Pedagogical Recommendations

It is worth saying that it is intend to describe the negative and positive aspects of applying multimedia in EFL teaching in Colombia providing teachers with new technologies to redesign their application in the curricular activities and also to redefine the role of teachers and administrators in the use of technology, internet and multimedia resources. This research also brings out the difficulties faced by using these resources and aims to make teachers aware of the innovative ways and strategies to teach English regarding the evolution and rapid growth of new technologies.

It is important to choose the most suitable teaching method or teaching strategies to create a real teaching and learning environment to help students gain the most intuitive and cultural information using various functions and forms of multimedia presentation, the last advances in computers, in internet resources, in audio and visual transmission, in virtual imaging, and in wireless communication have created new possibilities for the use of

technology in the teaching of English. Web publishing, digital archives, digital video, electronic conferencing, blogging, wikis, podcasting, real simple syndication feeds, on-line gaming these are the potential new tools for teaching and learning English that this research seeks to integrate into meaningful strategies to teach and learn English. In this way, students can develop self confidence in communication and improve their overall English skills. It is important to say that these strategies need to be adapted to the specific needs and contexts of students. The English language learning classroom's most critical problems that these pedagogical strategies have to face are: Lack of Learner Motivation, Insufficient Time, Resources and Materials, Over-Crowded English Classes. That is, the emphasis is on exploiting the attributes of various multimedia technologies and other strategy options in terms of their appropriateness to content requirements, learner needs and curriculum goals. Multimedia technologies have the potential to reshape practice, the fact reminds that implementation often results in little impact on the teaching space. The attributes of multimedia technologies are not effectively exploited to maximize and create new learning opportunities.

Conclusions

Concerning some specific ways in which technology makes L2 better it is important to note that digital technologies are ideally placed to help teachers to work with learners, to do the necessary to make their L2 development possible. Technology allows students to do things with language rather than just learning about language. Learners cannot simply develop based on input. They must engage with other people using that language, and try to make meaning together.

If teachers and students take writing as a starting point, technology in the form of word processors and many other ways available to produce text, allows them to work at the language.

Students go through a process of creating and recreating text until it is fully comprehensible to others and is accurate. They can create a draft, show it to others and, based on feedback, make changes to improve the text. The tools can also be useful showing if spelling or grammar needs work or improvement. Technology makes this much easier, and makes it more likely that learners will engage with the editing process to produce the highest quality text that they can. This writing can then be displayed for others to look at and comment on.

Trying to find ways for students to do meaningful spoken language practice in a class can be very challenging, particularly if teachers or students have a lack confidence in their own spoken language skills. Linking a class to other classes around the world, using tools such as video conferencing, can give a reason for a learner to ask a question and then try to understand the response. It might also provide support for the teacher. The technology mediates the process, getting language out there and giving feedback that shows whether someone has or hasn't understood what has been said.

The benefits of technology in L2 is related with project work:

Another area that technology supports very effectively is project work. Learners have always been encouraged to learn about things through language. Getting learners to do work about topics that are of interest to them, is a great way to improve their skills. Technology makes this possible wherever you are in the world. Teachers and learners can go online to read or listen to material about different areas of interest, and can then write or speak about what they have discovered, telling others in the class or other classes elsewhere in the world.

To conclude several benefits and disadvantages of using ICT in the language classroom can be cited.

First of all, the implementation of ICTs in Colombia helps to create more variation in the classroom, which might lead to increase motivation in the students and thus better conditions to learn the target language.

What is more, the Internet is full of free of charge authentic and up-to-date material that language teachers can use in their teaching. Also, resources such as: Internet, blogs, and websites provides opportunities for students from all over the world to interact with each other; this could be done through emails, online calls or in a chat room. Regardless of what means of communication teachers and students choose, ICTs help to develop the understanding of other cultures besides of the target language.

According to Estling Vannestål (2009), the use of ICT also gives EFL students an opportunity to write for others rather than only for their teacher or peers. If their production is posted on a blog, it has the potential to be read by a large audience, and this could help assure that the pupils put more effort into their work.

Estling Vannestål (2009) states that ICT can help adapt the teaching to the individual level of the student. Students who achieve well can receive more advanced tasks while pupils who underachieve can benefit from work more suitable to their level. Also, students with learning disabilities can greatly benefit from the use of ICT. There are a great number of computer resources produced especially with such pupils in mind, for instance texts with an easier language or more images and colors.

There are some problems that might occur in language classrooms where ICT is implemented, and Estling Vannestål (2009) deals with some of these. The first limitation to consider in the Colombian context is the lack of computers, or that the computers are old and slow. Secondly there is a lack of technical support in many schools, and then the fact that

many teachers do not possess enough knowledge of working with ICTs, in general or specifically in the teaching of English.

The next problem could be that students and teachers in Colombia lack sufficient knowledge of computers, which might come as a surprise to some. The truth is that the young generation mostly uses the computer to play computer games and chat with friends, but many students do not feel as confident when they have to create a blog, write e-mails, post comments on a blog or use a word processing program. Another difficulty could be that students use the computer for other things than school work. Then there might be a problem with students who copy material from the Internet and students who put more effort on the surface than the content of an assignment. Considering this Estling Vannestål (2009) claims that it is important to look at all these examples of things that could cause a problem, but the young generation uses the Internet in their spare time, and if the school does not teach them how to handle and process all the information they are exposed with, then who will?

Considering this, Jämterud (2010) claims that digital competence is as important as being able to read, write and count. Students and teachers need digital competences, and they have to be able to use it both at work and at home. Digital competence should not be taught as a subject on its own, rather, to be successful, it should permeate all school subjects. Nowadays there are computers in almost every home and the schools need to teach its students how ICTs can help them in their teaching and learning process.

Rodriguez, Sanchez and Marquez (2011) report that researches made in Colombian on how ICT affects the teaching and learning process shows both positive and negative results. But studies carried out by Barrera and Linden (2009), have shown that enthusiasm and motivation increase when students have their own computer. It also seems true that the

working environment in the classroom becomes better and the researches showed a decrease on the dropout rates of institutions using ICTs.

According to UNESCO (2008), using ICTs, teachers acquire abilities and skills related to the use of technologies that are not just about using the computer but go far beyond education. With ICT, teachers learn to guide the students in their work. This means that students learn how to handle a computer. Moreover, teachers learn to guide working groups in order to perform a certain task. The teacher is not just a simple transmitter of knowledge who seeks information and then presents it, but he has to be a facilitator and mediator in the learning process.

After having presented both the potentialities and limitations of the use of multimedia, and in spite of the importance and effectiveness of using technology and its various tools in teaching and learning in general in EFL teaching and learning in particular, teachers still do not use them in their teaching. The main reason for not integrating technology into instruction is due to the lack of necessary skills and competences to use these technologies in the classroom (Abrami, 2001 and Külekçi, 2009).

Hew and Brush (2007) identified three types of knowledge and skills that represent a major barrier for not using technology in teaching: the lack of specific technology knowledge and skills, technology-supported-pedagogical knowledge and skills, and technology-related-classroom management knowledge and skills. Butler and Sellbom (2002) looked at the barriers of not integrating technology into teaching from different points of view and classified them into three main categories as follows: lack of time to learn using technologies, uncertainly whether it is worth to learn using technologies and lack of instructional support.

To be able to integrate technology into teaching, teachers need first to change their attitudes toward and beliefs about technology; they also need some professional training in how to integrate technology into their teaching.

Therefore, there must be some training strategies for preparing teachers to use technologies in their teaching. These training strategies must be adopted in the policy of universities and schools that can carry it out through their specialized units or departments. Teachers need to be encouraged to acquire the necessary skills in using technologies in their teaching and to be aware of the importance of using technologies in enhancing learning and teaching in the classroom.

In this sense, programs must empathize with and address concerns that arise from educators' earlier attempts at innovation through technology. Ongoing support opportunities, both technical and pedagogical, must be closely linked with educators' everyday practice. If appropriate technology use is to be a reality, then professional development must do.

Multimedia improves the interaction between teacher and students; a major feature of multimedia technology is to train and improve students' ability to listen and speak, and to develop their communicative competences. During this process, the teacher's role as facilitator is particularly prominent. Using multimedia in context creates a good platform for the exchange between teachers and students, while at the same time provides a language environment that improves the traditional classroom teaching model. In this way, teachers in the classroom no longer blindly input information and force students to receive it in a passive way.

Kramsch (1999) stated that using multimedia in EFL teaching can be an appropriate method to help students to get a sense of the sociocultural context in which the language is used.

Concerning the development of technology, it is believed that in the future, the use of multimedia English teaching will be further developed. The process of English learning will be more student-centered but less time-consuming. Therefore, it promises that the teaching quality will be improved and students' applied English skills can be effectively cultivated, meaning that students' communicative competences will be further developed.

To conclude, the aim of education is not to fill schools with computers to look modern, or modernize school facilities with sophisticated devices, but teachers and students must begin to see the pedagogical implementation of ICT in educational contexts to form citizens capable of autonomy and self-determination, with necessary skills to face the challenges of the national development and the increasingly sophisticated areas of social interaction. Considering this, relevant education must prepare future citizens for a learning process throughout their existence, not only must the student be prepared to pass a test, a continuous learning process is needed.

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