THE USE OF MULTIMEDIA IN TEACHING ENGLISH GRAMMAR

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Annotation: Nowadays, the rapid development of technology has significantly influenced the field of education, especially in teaching and learning foreign languages. Traditional methods of teaching English grammar, which often depend on textbooks and teacher-centered explanations, may not always meet the needs of modern learners. As a result, educators are increasingly turning to multimedia tools to make grammar instruction more engaging, interactive, and effective. Multimedia, including videos, audio materials, animations, presentations, and digital applications, provides learners with visual and auditory support that can enhance their understanding of complex grammatical structures. The use of multimedia in teaching English grammar allows learners to see grammar in context, rather than as isolated rules. This approach assists students develop both accuracy and fluency while increasing their motivation and interest in learning. Moreover, multimedia-based instruction supports various learning styles and encourages active participation in the classroom. Therefore, integrating multimedia into grammar teaching has become an important innovative approach in ESL and EFL classrooms. This article aims to explore the role and effectiveness of multimedia in teaching English grammar and to highlight its benefits and challenges in modern language education.

Key words: textbooks and teacher-centered explanations, multimedia tools, videos, audio materials, animations, presentations, and digital applications, motivation and interest

Audiovisual materials (documentaries, animated and feature films, television shows, TV series) have been very useful for use in foreign language lessons, as evidenced by a number of contemporary studies [4].

Such technology relies on the existence of communicative channels in human perception, accept and well assimilate audio and video materials, educational information. This allows making the learning process more effective, and the perception of the material passes with the maximum benefit. Video resources allow presenting the object of foreign language learning in real conditions of its use [7].Ahmad (2024) pointed out that while multimedia learning materials such as videos may improve learning, they generally lack the interactive elements that would maintain interest over a lengthy period. The current research participants reported that, while these tools proved to be effective sources of information, they did not possess the level of interactivity and response that a mobile app or even an online tool would have. This implies that, while they may be good additional resources, they fail to be as effective in their role as primary learning tools for grammar instruction, which requires more systematic and repetitive learning methods. [1]

The need for novel pedagogical approaches has emerged as paramount because of the distinct needs of the adult learner population in overcoming deeply entrenched linguistic habits that were developed through informal language contacts. Recently, the use of multimedia resources in learning methodologies has been widely debated. The aforementioned tools, comprising mobile applications, online platforms, video tutorials, and

interactive textbooks, present dynamic, adaptable, and stimulating educational settings that address various learning preferences (Almara'beh et al., 2015).[2]

The findings of this study are, therefore, in agreement with the general literature on the use of multimedia tools in educational settings. For example, Sabri et al. (2022) established that mobile applications were effective for adult learners because they integrated interactive and gamified elements that help sustain learner engagement. [6]. Similarly, Liqiong (2016) found that interactive platforms provided learners with the feedback and reinforcement needed to grasp complex language rules, such as those involved in grammar learning. The findings of this study reinforce these conclusions by showing that learners in northeastern Nigeria, despite the region's socio-economic challenges, also benefit from these interactive and flexible learning environments. [5]. Bhadri and Patil (2022) have also supported the propensity toward blended learning, which is a learning model that integrates multimedia resources with traditional classroom instruction. Specifically, Bhadri and Patil argue that although ease of access and interaction are provided through digital tools, they are most effective when integrated into an overarching educational framework, including face- to-face learning. In this study, too, the respondents expressed a desire for direct contact with the instructors to complement the use of multimedia resources, at least for explaining some difficult grammatical items. [3]

In conclusion, this study highlights the crucial role of multimedia tools in enhancing the teaching and learning of English grammar in modern educational contexts. The findings indicate that multimedia resources such as videos, mobile applications, online platforms, and interactive materials contribute positively to learners' motivation, engagement, and understanding of grammatical structures, particularly when grammar is presented in meaningful and real-life contexts. However, the study also reveals that not all multimedia tools are equally effective. While videos and audiovisual materials serve as valuable supplementary resources, they sometimes lack the level of interactivity required for sustained grammar practice and mastery.

Moreover, the results emphasize the importance of integrating multimedia tools within a well-structured pedagogical framework. Blended learning approaches that combine digital resources with traditional face-to-face instruction appear to be the most effective, especially for addressing complex grammatical concepts and providing immediate feedback. Despite challenges such as limited access to technology and the need for teacher guidance, the study confirms that thoughtfully implemented multimedia-based instruction can significantly improve grammar learning outcomes. Therefore, multimedia should be viewed not as a replacement for traditional teaching, but as a complementary and innovative approach that supports effective English grammar instruction in ESL and EFL classrooms.

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