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The Effectiveness of 21ˢᵗ Century Multimedia Lab English Teaching compared to Traditional English Teaching for Non-native Speakers of English

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ABSTRACT

English is the universal language, even though other languages might have more speakers. The English language is widely used around the world and everyone wants to learn it. Teaching English using multimedia labs to non-native speakers is very popular around the world. That means researchers have to do research on the effectiveness of Multimedia Lab Teaching English in Myanmar. The researcher and his team observed two schools in Kyaukse, Myanmar: MKL Private High School by applying a computer-based test through Multimedia Lab Teaching and No.1 Public High School by conducting a paper-based test through Traditional Teaching. They attended two days a week by setting different dates for their appointments with each school. Researchers observed that both teachers prepared and trained their selected 40 students in 5ᵗʰ grade (20 each from the two schools) to familiarize themselves with the skills test-questions would be extracted from their daily lessons and activities that they have been taught and learned to date. Researchers found the MKL students 100% easily performed in terms of speaking and listening due to their daily usage of multimedia resources and practices. For No.1 public school students, they mostly failed to do so as they were out of practice and had no resources for Multimedia Technologies. The same goes for reading and writing. MKL students answered well, except 5%, but for No. 1, public school students made only 50% of proper answers due to the lack of the latest resources, such as digital books and multimedia resources. Overall, the MKL students got higher scores in all the skills, even in grammar and phonics tests, through the continuous usage of multimedia effectively.

Keywords: Multimedia Lab, Traditional Teaching, Non-native English Speakers, Qualitative Research Methodology

Rationale for the Research

No man is an island. So we need to communicate with, mingle with, and do business with others. If

so, we need a common language that makes English a Lingua Franca[1]. Each country has its own native language, or mother tongue, to speak to each other locally. Everyone feels like talking openly in their native language without any boundaries. Nowadays, not only do students need to understand English for their studies, but the entire human race needs to understand English in order to have easy access to everything on the planet. If you ask me, being a lifelong student, English is compulsory as all the references and resources are written and printed in English, nothing else.

Most of the graduates from Myanmar cannot speak English well even though all the colleges and universities conduct teaching with the medium of instruction in English. Once, our public schools were run by missionaries before and after the British colonization, and so the students were forced to speak English. Moreover, students in the past had to speak English when they enrolled in schools. That is why the old students, even the high school dropouts, could speak English well without a barrier regardless of their status. Of course, at that time, traditional teaching was working properly as the teachers were native speakers and both teachers and students were conversing in English all the time without using the Myanmar language as a medium of instruction at schools. The environment made and encouraged the old folks to practice English during their school lives. I was depressed after witnessing our new graduates struggle to communicate in English with others. I never imagine and dream of our new generations being fluent and having a good command of English in the future. But I can tell you, everything is possible due to the emergence of the 21st Century Multimedia Lab in teaching and learning English. When I looked back, we could not express anything in English. As our teachers were teaching English in Myanmar implementing traditional teaching methods, we did not practice a single word of spoken English by memorizing all the vocabulary in English like parrots.

If we are going to be divided into three generations in Myanmar, they are the old generation, the mid-generation, the Millennial[2] and iGeneration[3]. The older generation got the opportunity to speak English fluently and automatically due to the nature of living and hanging out with people who spoke that language, and they were schooled in that atmosphere. For the Millennial, they were shy about speaking English and lacked practice in English with Myanmar English teachers who lacked teaching aids and tools. The researchers would like to inform all Myanmar in general that the iGeneration can, fortunately, get the same accomplishment and achievement in learning English through teaching and implementing the effective usages of Multimedia Lab Teaching English if they just give some time and a bit of effort. The sky is the limit for those who want to join the 21st century classrooms, fully equipped with multimedia labs.

Research Questions and Objectives

By using multimedia, we can teach and learn English online with a native speaker without traveling. All government teachers in Myanmar use traditional methods such as "chalk and blackboard" when teaching English to their students, and they are unaware of the impact of educational programs. Researchers aim to be acknowledged by the government and through the following statements: It has been almost a decade since private schools launched a multimedia lab for teaching English, which drastically changed that

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[1]A lingua franca is a shared language that serves as a systematic means of communicating scientific, technological and academic information between the different linguistic groups of the multilingual linguistic community.

[2]the Millennial refer to people born during the last two decades of the 20th century.

[3]iGeneration are the first generation to be born into our constantly connected world where Multimedia and social media are the norm. They are digital natives. This means that digital communication surrounded them which is not something they had to learn.

scenario by providing it with the latest multimedia technology. It has brought fruitful achievements for the students. Myanmar's public schools are completely alienated and ignore the effectiveness and impact of multimedia in teaching English.

- ❐ Is multimedia teaching more effective compared to traditional teaching in English?
- ❐ Does teaching multimedia have an impact on teaching English?
- ❐ How effective will be the use of multimedia in teaching English to students in a public school if they have a multimedia lab like Private School?
- ❐ To what extent will multimedia help learners learn and teachers teach better?

The above questions were carefully observed by the research team with the help of the teachers of 5ᵗʰ grade and 5ᵗʰ graders of MKL Private High School and No. 1 Basic Education Public High School, Kyaukse, Myanmar. All these questions will be well understood by all parties after a month of continuous monitoring and application of the qualitative research method.

In short, the researchers want to investigate how multimedia offers tremendous opportunities for educators to make learning and teaching environments meaningful and effective, and how multimedia allows information to be communicated more effectively and is becoming an effective, useful, and results-oriented way of delivering education.

LITERATURE REVIEW

Critical Analytical Review of Past Research

The main purpose of using multimedia in language teaching is to foster students' motivation and interest in learning English. This can be helpful in the case of non-native English speakers to get them involved in language learning. Among the first methods one might encounter in studying English is the grammatical approach. English courses in this method often focus on translating written literary works from English. A communicative approach has learners actively participating in activities like games, role plays, and other conversations in English. This method is usually used by students who have a good grasp of English vocabulary and grammar. Teaching and learning English using multimedia will be the best approach to a communicative approach.

Technology helps language instructors to incorporate multimedia into their teaching. There are many different multimedia tools. Students can take in information in three different ways: visual, auditory, and kinesthetic. Some students are visual learners, while others are auditory or kinesthetic learners[1]. The 21ˢᵗ century is the era of globalization and information technology, so it is important to learn the language. Multimedia learning is therefore an essential part of teaching and learning in education[12]. Pun analyzed the use of technology in the learning of English among teachers and learners. He noted that the rapid development of science and technology, such as multimedia, which refers to interactive computer applications, has enabled people to share their ideas and information. It is a combination of text, graphics, animation, video, and audio. This use of multimedia technology has created a favorable case for improving interest in learning English [9]. Younes, Salehi, and John studied teachers' opinions on using visual aids as a motivational tool to boost students' interest in learning English. The study indicated

that the majority of teachers have positive opinions and attitudes towards the use of audiovisual aids [17]. Although new technological improvements have opened up new possibilities for integrating multimedia audiovisual aids into the classroom for learning English, these aids have not been fully utilized Using video to introduce a "slice of living language" into the classroom is a good way to do it[3]. Elementary school students can see and hear interpersonal communication in videos similar to actual communication processes in the real world. This everyday language featured in the videos benefits students in two ways. This reassures students that what they learn in class is actually being used in the real world. In addition, students can gain confidence in using English. When faced with real-world situations, they have already been exposed to real English in the classroom. The multimedia teaching method has greatly improved the quality of teaching. R.S. Susikaran[11] also added that the teacher should change teaching ideas and recognize the impersonal trait as a type of teaching method. Likewise, multimedia teaching offers learners the possibility of effectively improving their learning. Therefore, by making reasonable use of modern educational technology, we will be able to achieve the goal of teaching English in the classroom. Film, radio, television, and tape recording technologies have been used for a long time. For Prajesh SJB Rana[10], "Technology has become an integral part of society, helping students to have a better understanding of the world outside of what their schools and teachers teach in their classrooms." This indicates that the use of technology in multimedia lab teaching has proven to be effective in replacing traditional language teaching.

As the English language becomes more and more popular day by day and all over the world, English teachers feel the need to change their methods of teaching languages. Although some teachers use "the cutting edge of technology and scientific advancement"[15], the bulk of teachers continue to educate in a traditional way. The flexible approach to teaching English with multimedia technology focuses on "how English instructors, educators, and administrators can and should use technology in and out of the classroom"[7]. This indicates that multimedia technology can be used to teach English not only in the classroom but also in non-classroom settings.

To teach English, we should develop a multimedia linguistic environment. One of the cornerstones of successful language teaching is that instruction should be done by teachers, but it should be student-centered. It is well known that in the last few decades, technology has made learning and teaching more effective and interesting. The Multimedia Lab provides a powerful resource for engaging students in real-life experiences, which generally results in greater motivation and better learning. This is likely to increase student interaction with technology. Yan and Rongchun[16] show that the use of multimedia in education has various advantages, as follows: Firstly, multimedia teaching makes the English classroom more lively, interesting, and enjoyable, which can stimulate students' interest in learning, improve class efficiency, and achieve more. Additionally, the educational results are satisfactory. Multimedia teaching can provide a variety of dynamic implicit information associated with linguistic factors, such as knowledge of the cultural context, exotic customs, and so on, by using images, sounds, and animation. In the traditional classroom, the pupil asks the class to listen primarily in order to receive information in a rather passive manner. In addition, the exercises intended for them are always mechanical and repetitive. By abandoning the traditional methods mentioned above, which are not conducive to the development of student learning, The advantage of multimedia teaching is that it can provide a vivid and realistic presentation and greatly improve the teaching effect. Secondly, in the process of training students' abilities to listen, speak, read, and write, multimedia teaching can create a living and harmonious linguistic environment, provide a good learning scenario, increase the practice of four foundational skills, and engage students to participate

in classroom activities. When participating in these activities with a focus on students, it will make a deeper impression and they will remember the information well. If students can see, hear, and express their own ideas in their own words, it will be easier to absorb knowledge in the process related to the effect of traditional education. Thirdly, multimedia teaching can create a practical environment for the English language where students can improve their ability to use the English language. The ultimate goal of learning English for students is the future use of the English language. After all, English is used as a universal language for communication tools. If students focus only on learning the language rather than using it, the result will be a failure in teaching English. Multimedia can be linked to language and images. Through multisensory stimulation in the learning process, students will have access to more information.

Moreover, multimedia is integrated into a multisensory application that combines different types of digital media, such as audio and video, or into an interactive presentation to send a message or information to an individual or a group of people[2]. The traditional system uses the book (text) as the basic material, which develops through the gradual improvement and the addition of structures and contents. It doesn't leave much room for student participation and leads to the same boring lessons that are repeated year after year without any additions or improvements, whereas in multimedia teaching and learning, the printed text shifts to the second plan, which allows audio and visual materials to play a large role. Multimedia education encourages changing the structure of content as needed and enables interactive presentation and self-interaction with real and distinct possibilities. The multimedia database uses everything useful with a rich variety of audiovisual content to enrich the subject, making it a lively and immediate experience.

In this regard, it is important to realize that a change in the mentality of teachers and authorities is essential as they will be ready to experience the multimedia teaching methodology with a view to making the teaching and learning process a pleasant experience for students, teachers, and stakeholders. They must also have the critical ability to analyze and determine what is best for our students in a given environment. For Furht, "In primary and secondary schools, the full potential of using multimedia technologies for learning cannot be fulfilled." After doing a reengineering of the way learning experiences are presented in schools and traditional colleges[5], according to Chandra[4], "The ability of technology to reach learners everywhere, at any time, has the potential to create revolutionary educational paradigm shifts". It has also been demonstrated that the use of computer technology should only enhance properly managed and controlled education. One of the ultimate goals of multimedia language teaching is to boost students' motivation and interest in learning, which can be a useful technique to get them involved in language learning[13] . Students should be encouraged to use multimedia packages as a "great resource for language skills" [14]. It can only be viewed as a supplement to formal education, and the variety and flexibility it provides should be leveraged to bring out the best in students.

A common problem with teaching and learning activities that I noticed during my research was that traditional teachers relied on textbooks without trying to develop them. Mayer[8] suggested that one way to stimulate student learning was the use of multimedia. One of the common methods of designing learning English these days is to use computer multimedia software to give presentations on English such as listening, speaking, reading and writing [6]. In Mayer's previous study[8], he defined multimedia learning as three parts, multimedia, multimedia learning and multimedia education. He specified multimedia as a representation of two words, such as spoken text or printed text; and images, such as illustrations, photos, animations or videos. Through multimedia learning, the learner constructs a mental representation of the words and images that are presented. There were three types of learning environment according to Mayer[8],

namely a book-based environment and a computer environment. The principles of using multimedia environments seem to require effective strategies. Zhen[18] explores strategies for using multimedia in four parts: combining the modern teaching method with the traditional teaching method; Considering multimedia as an educational tool; Establishing the ideal relationship between teachers and students. Fortifying teacher training. The purpose of using multimedia, according to Zhu[19], is to provide good service and improve teaching, since multimedia adds greater value than traditional teaching in providing sound, image, color, and shape. These modern factors have made multimedia education more vibrant, energetic and contagious.

Those above mentioned statements clearly and unanimously point out the effectiveness of multimedia lab teaching English compared to the traditional teaching of English by past scholars and researchers. The use of multimedia technology in English classes improves educational content and optimizes class time. It breaks the traditional teacher-centered teaching method into student-centered learning methods and fundamentally improves the pedagogical effectiveness of teachers and has become a center of language practice. No one can deny that all the previous studies employed the strategies of the effective usages of the multimedia in teaching English.

Methodology

We will be applying qualitative research where the aim is to find out the effectiveness of multimedia labs on English language teaching in classrooms for real-life communication compared with traditional English teaching.

Description of Participants of the study

The targeted population of this research is all 5th graders from both MKL Private High School and No.1 Public Basic Education High School, Kyaukse, Myanmar. The researchers' primary source will be collected from students and teachers by participating in English language classes. The observations were made about the type of multimedia that the teacher utilized when teaching English to 5th graders in MKL Private School, whereas in public high schools, 5th graders would be conducted the observation through traditional English teaching wholly controlled by a teacher without multimedia tools.

More than a decade ago, MKL Private High School was founded in Kyaukse. It is well-known for teaching all subjects in English, with the exception of Myanmar. It is well-structured and equipped with modern multimedia class rooms for all the grades, from kindergarten to matriculation. Moreover, it is also well known for conducting and offering English courses at various proficiency levels, ranging from basic to advanced levels, for children, teenagers, and adults. The No.1 Public High School is the oldest and still the most popular school in the Kyaukse area, despite its traditional teaching methods to date. It is still a favorite among parents due to its discipline and strict rules, as well as its good teachers. There is only one complaint: that the school never had a multimedia lab to aid learning English for the students until today.

Researchers selected, investigated, and observed 20 students. 10 boys and 10 girls from MKL and 20 students: 10 boys and 10 girls from No.1 Public School.

The MKL 5th Grade Class has one English teacher and an assistant, and they are teaching the lessons traditionally while implementing the Multimedia Lab provided by the school. And the No. 1 Public School 5th grade class has only one teacher without an assistant. It is a teacher-centered class and is known as

the teacher-led English class. All the students from both schools are native speakers of Myanmar. The difference is that the MKL students use English in every class except the Myanmar Language Class, and No.1 Public School students always use Myanmar all the time, even in the English Language Class. Both schools' teachers selected the homogenous group to validate the language proficiency of the students. Teachers made different questions for each of the four skills, and students were tested and evaluated on their English proficiency. The researcher and his teams paid a visit to both schools to see how the teachers were teaching and the students' engagement, interest, motivation, and enthusiasm. Classes will be observed while the students are taking their classes as well. By observing them, it will be clearer why they lack the real-life communication skills in an English public school compared to a private school.

Description of Intervention (Treatment) and/or Data Collection Tools and Materials

The research data will be transmitted through different investigations. Three types of tools were used in this study, which included teacher-created tests, multimedia software, and observation sheets.

Teacher-created worksheets and quizzes: In these types of tests and worksheets, the teacher completely prepares the tests and assesses the student's knowledge of English, and the results of the four skills tests are checked manually by the teacher and then scored by the teaching team and the researchers.

Multimedia software: Zoom and Google Meet are video conferencing software. Teleconferencing software is a computer application, capable of processing information in a number of multimedia formats, including text, graphics, audio, and video. Using this online multimedia software, teachers take the tests of the four skills, and the results are re-encoded and checked by researchers at MKL Private High School. To answer the question regarding the sort of multimedia utilized in teaching English, the researcher observed how the instructor uses the multimedia lab in class to see how she uses multimedia in the process of teaching and learning English. The multimedia that the instructor employs, as well as the activities that the teacher engages in when teaching English,

Observation sheets: The observation sheet was the tool that the researcher used to collect data. The grade sheet includes a list of the many forms of multimedia that the teacher utilized to teach fifth graders English, as well as how the teacher employed multimedia in the teaching and learning process of English. For public school teacher, researchers are personally observing how teacher traditionally teaches and administers the skills tests to students.

Detailed and Descriptive Data Collection Procedure

There are a variety of data collection methods in qualitative research, including observations, textual or visual analysis (e.g., from books or videos), and interviews (individual-teacher or group-students). However, the most commonly used methods are interviews and focus groups, through which this research will be carried out.

The researcher and his team observed two schools: MKL Private High School by applying a computer-based test through Multimedia Lab Teaching and No. 1 Public High School by conducting a paper-based test through Traditional Teaching. Researchers observed and investigated how the teachers' teaching and the students' learning in each method of both schools. The entire collection of complete data lasted for a month. They attended two days a week by setting different dates for their appointments with each school. Both teachers prepared and trained their selected 20 students to familiarize themselves with the

skills test-questions that would be extracted from their daily lessons and activities that they have been taught and learned to date.

Students from both schools prepared well with vocabulary, grammar, phonics, speaking, listening, reading, and writing. On the last two days, they sat for the tests, except for the speaking test, for which an interview was prepared by their teachers and researcher's team. Test 1 is for vocabulary, grammar, and phonics and consisted of 15 questions each, for a total of 45 questions. It lasted for an hour. Test 2 is for listening, reading, and writing with the same number of questions and time. All of the questions are sentence completions. The MKL School teacher and his assistant used both traditional teacher-led classes and multimedia labs to teach student-centered classes. With the assistance of Multimedia Technology Tools, the lesson plans and curriculum requirements are fulfilled to reach and accomplish the setting goal beyond measure. MKL prepared the entire skills test through the multimedia lab by implementing Zoom. After the tests, teachers need to check the results and save them in the system. The teachers set the allocated time for the tests each day. Students can come and answer the tests right in front of their designated computers whenever they are available. The No. 1 Public School teacher was only applicable to traditional teacher-led classes. Due to the lack of a multimedia lab for teaching English, she needed more time to prepare the tests and teach. She had to print the test papers for each day and manually check the students' results. Students had to sit for the tests at the exact appointed time when the teacher was free. As soon as the tests were over, the teacher had a bit of a hassle collecting all the students' worksheets (answer sheets) and marking each student's paper manually. He had to bring the tape recorder to play for the listening tests.

For the Speaking Test, researchers and teachers prepared a 10-minute oral interview for all the students at each school somehow related to basic daily expressions. The major differences between the two schools could be observed clearly when the researchers ran for the speaking interview. The MKL students speak English throughout their school life, and they can maintain their spoken English without any burden because of the benefits of Multimedia Lab and daily English usage. The No. 1 public school students speak only Myanmar during their school life, even when they are in the English classroom. They tried to converse with the examiners about whatever they memorized, but in vain due to their lack of practice in spoken English.

Data Analysis and Presentation of Findings

Since the present study compares multimedia instruction to traditional teaching direction with regard to students' English language learning achievement, data collected through teacher-made tests. Besides, multimedia instruction has effects in terms of language learning. Since multimedia instruction is the independent variable of the study, language learning is the dependent variable.

The researchers first observed and investigated the effectiveness of multimedia in teaching English for 40 students, 20 from each of the two schools. The private school implements all kinds of multimedia according to basic competence. However, public school never provides students with any type of multimedia device other than teaching for all skills. The researcher conducted a classroom observation to get the information.

Despite the fact that there are numerous multimedia technologies in language instruction that teachers can employ to teach English to students, when the researchers observed in the classroom, MKL applied the adequate multimedia lab devices such as computers, the Internet, software, movies, and audio and

visual teaching aids for all skills, where as No.1 Public School offered nothing but traditional teaching and learning in English.

Based on careful observation made by the researchers, it was found that both teachers tried to teach their students to achieve the basic competency in 4 micro-skills of English. Here are the findings and data analysis of both schools.

1. Speaking

All the 20 MKL students can manage to answer all the oral interview questions well, not only because of their practical usage of spoken English but also because of the supporting media devices and gadgets that will make their conversational dialogs without hindrances and obstacles.

All the 20 Public School students speak Myanmar in their daily conversation, so they rarely respond in English at the interview. They were stuck and their proper conversation was just at the tip of their tongue and never came out appropriately due to their shyness and lack of practice in spoken English. They feared speaking back to the interviewer as they were frustrated by thinking they might have made terrible mistakes in their conversation.

2. Listening

No wonder MKL students answered all the listening test questions fully as they were watching the movies and listening to the audio books led by their English teacher after the lessons, most of their leisure time if they had a chance to do so.

The No.1 public school students are mostly confused about what they hear and what they write on their answer sheets after listening to the conversation playing on the tape recorder. Researchers investigated that they never had a chance to watch any stories or movies due to a lack of resources, and they were not to be blamed.

3. Reading

The MKL students have access to both physical storybooks, which can be borrowed from the school library with a newly updated catalog, and virtually readable books on the internet. They are constantly being enriched with new vocabulary and developing new writing styles from a variety of authors. They are mostly familiar with most of the words in their levels and are faster at skimming and scanning while reading. So, their reading tests came out outstanding.

Researchers felt really sorry for the public school students who, even though they were selected the best, could only get 50% of their answers corrected. They are just busy with stories from the lessons, and unfortunately, the school never provides updated and newly arrived books in their school library. Researchers found that the children's book section was emptied throughout the school year.

4. Writing

Teachers could explore and search for various teaching techniques and share them with the students through the multimedia lab most of the time. Teachers have lots of resources and material to brush up on their students' writing skills. Moreover, writing is correlated with reading. The MKL students get

a golden opportunity to practice their essays and express their feelings in words. It brings them lots of progress and improvement in their writing power. Only 1–2% of students made careless mistakes. Apart from that, they participated well in the writing test.

Researchers realized that public school students barely managed to pass the test. They could describe less expression and 50% of sentences are fully corrected. The remaining 50% were either incorrect in their vocabulary choices, misunderstood in their senses, or out of context.

They just memorized what the teacher gave them in the outlined ideas and descriptions.

5. Vocabulary

Students from MKL had to concentrate on their vocabulary during the study period. So, nothing strange there. They got 96% of the total. Students from the No. 1 public school got the highest grades in vocabulary, scoring 85% compared with the marks they achieved in any other skill.

6. Grammar

The MKL students had experienced English grammar since childhood and automatically understood the rules without committing them to memory. But No1. Public school students were commanded to memorize by their teachers. That is why they still make some careless mistakes, up to 25%.
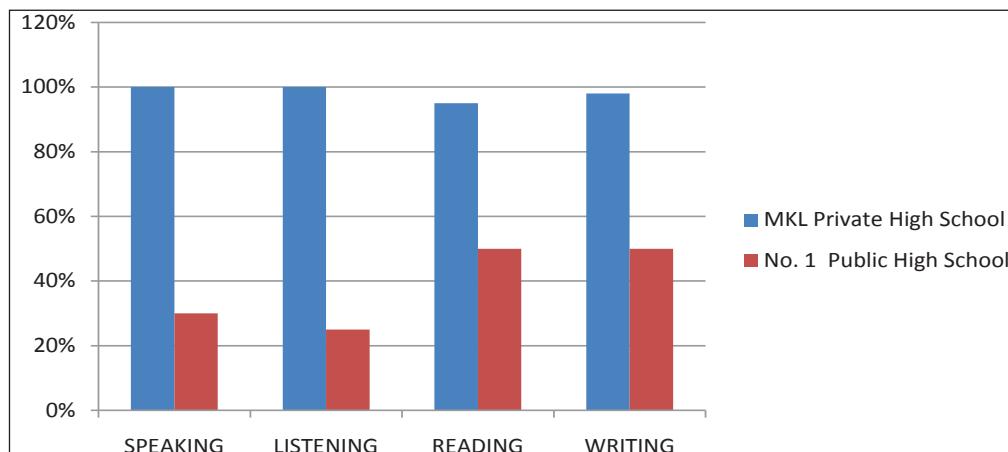
7. Phonic

It is related to speech sounds. So MKL students learned mostly from the Multimedia Lab, which brought them good results on the tests. In terms of pronunciation, public school students chose 50% of the wrong words.

Finally, researchers discussed with both teachers and they agreed that the Multimedia Lab Teaching English is the best technique to ameliorate the students' meeting the academic needs and help them develop their English language skills. If we can provide multimedia during the process of teaching and learning in the classroom, it will be of great benefit to both the educators and the learners at the same time. Multimedia Labs will be the most effective way to improve the teaching and learning environment. It will create a direct interaction between the learners and their environment. The learners' engagement is motivated tremendously if we use Multimedia Labs. Multimedia has the ability to combine a learner's experience from the concrete to the abstract. Multimedia can also enable non-native English speakers to talk and write more comfortably and naturally. One can see both tables and respective figures of the test-results of the schools listed below, which will help him understand the effectiveness of using multimedia labs in teaching English.

Table 1: The Results of two Schools in 4 English Micro-Skills

The School Name	Speaking	Listening	Reading	Writing
MKL Private High School	100%	100%	95%	98%
No.1 Public High School	30%	25%	50%	50%

Fig. 1: The Results of two Schools in 4 English Micro-Skills

Table 2: The Results of two Schools in other English Skills

The School Name	Vocabulary	Grammar	Phonic
MKL Private High School	96%	97%	99%
No.1 Public High School	85%	75%	50%
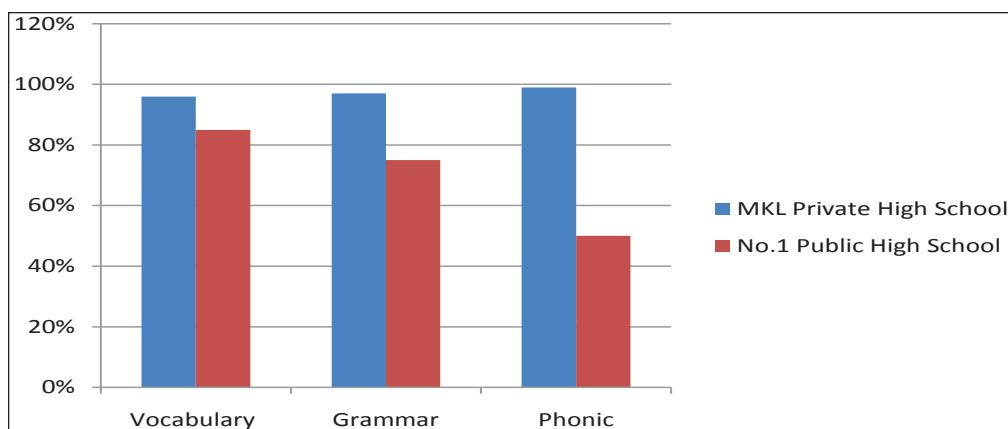
Fig. 2: The Results of two Schools in other English Skills

Limitation

There might be some differences between the findings and the evaluation by the researchers as they just observed the two schools in Myanmar. We might need to observe and modify the research more in nationwide and Myanmar private and public schools so we can make a precise measurement of the effectiveness of Multimedia Labs teaching.

CONCLUSION, IMPLICATIONS, AND RECOMMENDATIONS

By using the Multimedia Lab for teaching and learning, students develop greater confidence in their ability to use English effectively. A successful teaching technique will blend multimedia technologies with a sense of teaching. The use of multimedia plays a crucial role in improving students' basic abilities and enriching their vocabulary, pronunciation, dialects, reading, and writing in general. One can see the proven results of the two schools in Fig. (1 & 2) that clearly state that the private school that focuses on teaching English through Multimedia Labs is totally ahead of the public school without Multimedia Labs.

The researchers would like to propose that the private school should enhance the improvement of the students' skill capacity by offering appropriate multimedia for each skill to encourage the students. As for the public school, since language learning facilitates communication, The government should provide new multimedia facilities to teachers to assist in the implementation of an interactive teaching and learning process in order to raise student awareness of learning English as a second language. There is an urgent need to reform Myanmar's public education system to be updated quickly in society, and multimedia is an important aspect of modern education. Course reform and multimedia education are accelerating in all countries, as there is an urgent need to transform traditional education into modern education in the teaching of the English language. Technological developments in various areas of life have entered into the language courses. At the same time, teachers in Myanmar public schools should warmly welcome technological advancements and make optimal use of them as a means of supporting their teaching and learning, of course, if they are committed to professionalism. The study will offer suggestions on how to improve or overcome the problems of using multimedia in Myanmar public schools that are not well equipped with technology. Additionally, research confirms that multimedia is one of the most effective learning resources a teacher can use to teach English to their students. Finally, research has shown that multimedia is one of the most effective learning resources a teacher can use to teach English to non-native English-speaking students. No one can deny that teaching English in a 21st century multimedia lab is much better than teaching traditional English to non-native speakers of English. The use of multimedia improves and encourages the participation, interest, and motivation of students in learning English. Teachers can create a conducive learning environment, and thus, students can participate in a practical and spontaneous way in the atmosphere of learning English without realizing it and effortlessly. If we look at traditional education in English, non-native English students rely too much on their native language, which will hamper learning English in any way. In the Multimedia Lab for Teaching English, almost everything we need for the four micro-skills of English is available through information and learning materials. Students learn from these independently and use their mother tongue less. This makes all learning more student-centered and takes less time. Students' thinking skills and practical language skills can both benefit from the usage of multimedia technologies. This will ensure and achieve an effective result when teaching English. Through effective use of teaching English in multimedia labs without traveling, we can create the desired English-speaking environment through our fingertips in modern multimedia classroom.

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