USING MULTIMEDIA RESOURCES TO DEVELOP STUDENT'S READING SKILLS

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Annotation: This article examines the importance of using multimedia resources in developing students' reading skills in English language teaching. In modern education, multimedia technologies have become essential tools for improving the effectiveness of the learning process. The integration of videos, audio materials, digital texts, animations, pictures, and interactive educational platforms provides students with different opportunities to improve their reading comprehension, vocabulary, pronunciation, and critical thinking skills. The article explores the advantages of multimedia-based reading instruction and explains how teachers can integrate digital resources into classroom activities. Particular attention is paid to the role of interactive reading materials in increasing students' motivation, engagement, and independent learning abilities. The article also discusses certain challenges associated with multimedia use, including limited access to technology and possible distractions. It concludes that the purposeful integration of multimedia resources can create a more engaging, interactive, and effective environment for developing students' reading skills.

Keywords: multimedia resources, reading skills, reading comprehension, digital learning, English language teaching, educational technology, student motivation, interactive learning.

Introduction: Reading is one of the most important language skills in the process of learning a foreign language. It enables students to obtain information, expand their vocabulary, improve grammatical knowledge, and develop their ability to understand different types of written texts. In English language teaching, reading is not simply the process of recognizing written words; it also involves understanding meaning, identifying important information, making conclusions, and interpreting the author's ideas. Therefore, developing students' reading skills has become an essential objective of modern language education.In recent years, the rapid development of information and communication technologies has significantly influenced teaching and learning methods. Traditional reading instruction, which mainly depends on printed textbooks and written exercises, is increasingly complemented by multimedia resources. These resources include educational videos, audio recordings, digital books, animations, interactive presentations, online articles, and electronic learning platforms. They provide learners with opportunities to receive information through different channels and interact with educational materials in more engaging ways.The use of multimedia resources is particularly important in English as a Foreign Language (EFL) classrooms, where students may experience difficulties understanding unfamiliar vocabulary, complex sentence structures, and cultural references. For example, pictures and videos can provide visual context, while audio recordings can demonstrate correct pronunciation and intonation. Interactive digital texts can also help students identify key information and check their understanding through online exercises.According to research on digital reading instruction, technology-supported learning can contribute to the improvement of reading comprehension among students learning English as an additional language (Murphy, 2024). Consequently, integrating multimedia resources into English reading lessons can support students' language development and make the learning process more meaningful and effective.

Main part: Multimedia resources play an important role in modern language education because they combine different forms of information, including written text, images, sound, animation, and video. These elements can help students understand reading materials more effectively

by providing additional context and explanations. Unlike traditional printed materials, multimedia-based resources allow learners to interact with content and access information in different formats.One of the main advantages of multimedia resources is their ability to support reading comprehension. When students read a text accompanied by relevant pictures or illustrations, they can better understand the meaning of unfamiliar words and identify the main ideas. For example, when reading a text about environmental problems, students can watch a short educational video about pollution before reading the passage. This activity activates their background knowledge and makes the reading process easier.Audio-supported reading is another effective technique. Students can listen to a recording while following the written text. This approach helps them recognize words, understand sentence structures, and connect written forms with their pronunciation. Research by Pellicer-Sánchez et al. (2020) investigated how young language learners process multimedia input and its relationship with reading comprehension.Furthermore, multimedia resources can increase students' interest and motivation. Educational videos, digital stories, online articles, and interactive exercises create a more attractive learning environment. As a result, students may become more willing to participate in reading activities and develop positive attitudes towards learning English.Research conducted by Carcamo and Pino (2025) demonstrated that infographic-based instruction significantly improved reading comprehension among 46 university EFL students. This finding highlights the educational value of combining visual information with written texts.There are various types of multimedia resources that English language teachers can use to develop students' reading skills.Educational videos: Videos introduce students to different topics through visual and auditory information. Teachers can use short educational videos before reading a text to introduce new vocabulary, explain the topic, and activate students' prior knowledge. Audio materials and podcasts: Audio recordings help students connect written words with their pronunciation. Reading while listening is particularly useful for learners who have difficulties recognizing unfamiliar words or understanding sentence structures.Digital books and e-books: Electronic books provide convenient access to reading materials at different language levels. Many digital books include illustrations, audio support, dictionaries, and interactive exercises.Interactive presentations: Platforms such as PowerPoint and other digital presentation tools allow teachers to present texts, images, vocabulary, and comprehension questions in an organized way.Online reading platforms: Educational websites and applications provide access to different reading passages, exercises, and comprehension tests. Teachers can select materials according to students' language proficiency and learning objectives. The effectiveness of multimedia resources depends not only on the materials themselves but also on how teachers integrate them into classroom activities. Teachers should select appropriate resources and organize activities that encourage active reading and independent thinking.One useful strategy is pre-reading activities. Before students read a text, teachers can show relevant pictures, short videos, or presentations to introduce the topic. Students can predict the content of the text and discuss what they already know about the subject.During-reading activities help learners focus on the main information. For example, students can read a digital text while listening to its audio version, highlight unfamiliar vocabulary, identify important sentences, and answer comprehension questions.Post-reading activities are designed to check students' understanding and develop critical thinking. Teachers can organize online quizzes, group discussions, short summaries, and interactive exercises. Students may also create presentations based on the information they have read.However, the use of multimedia resources also involves certain challenges. Not all schools have sufficient computers, projectors, or reliable internet connections. Some students may have limited access to digital devices at home. In addition, excessive use of videos, animations, and other digital elements can distract students from the main purpose of reading. Teachers may also need additional training to select and use educational

technologies effectively.Therefore, multimedia resources should be selected carefully and integrated according to clear learning objectives. Technology should complement reading practice rather than replace the development of independent reading abilities. A combination of printed texts, digital materials, individual reading, and classroom discussion can provide a more balanced approach to language learning.

Conclusion: In conclusion, the use of multimedia resources is an important approach to developing students' reading skills in modern English language education. The integration of educational videos, audio recordings, digital books, interactive presentations, infographics, and online reading platforms creates additional opportunities for improving reading comprehension and increasing students' motivation. Multimedia materials make reading lessons more interactive and provide learners with different ways of understanding and interpreting written information.The discussion and research findings presented in this article indicate that multimedia-supported reading activities can contribute to vocabulary development, better understanding of texts, and greater student engagement. Nevertheless, the effectiveness of these resources depends on their appropriate selection, the teacher's methodological preparation, and students' individual learning needs. It is also necessary to consider technological limitations and ensure that digital activities do not distract learners from the main reading objectives.Teachers should combine traditional reading materials with modern digital technologies and encourage students to become active and independent readers. They should also select multimedia resources that correspond to students' language levels and educational goals. Ultimately, the purposeful use of multimedia resources can improve the quality of English language teaching and contribute to the development of students' reading competence in the digital age.

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