This study examines two Chinese multimedia secondary EFL classrooms to identify what changes, pedagogical or otherwise, have taken place in technologically integrated classroom practice. The procedures of the two multimedia EFL lessons are divided into five episodes: revision, presentation, reading, practice and consolidation/homework. The research analyses data generated from a range of sources: classroom observations, videotapes and teacher’s lesson plans. Findings of the study reveal that new technologies are being used as accessories, and classroom procedures, which are predominantly teacher-driven, tend to follow a linear sequence. There is a conscious focus on language form rather than interaction and the use of the language. The two multimedia English lessons appear to focus largely on low-level language-oriented tasks. Such tasks give students little opportunity to operate beyond the levels of knowledge and comprehension to develop other higher order thinking skills such as application, analysis, synthesis and evaluation. At the design level, it is noted that tasks designed are all teacher-centred with minimum interaction between students. The data shows that in a 40 minute lesson, teaching takes up about 30 minutes, which is used for checking reading, explaining the grammar rules or language points, assigning translating, paraphrasing tasks and other decontextualized written exercise. The process of teaching and learning has remained unchanged within the traditional model in the computerized environment. The teacher is still the primary source of knowledge. The authors suggest that pedagogical changes would only take place with a changed perception of the process of learning and teaching. There is a need to go beyond a cultural model that places too much emphasis on the teacher as a knowledge transmitter. It is suggested that a communicative approach to language teaching should be employed to complement a more traditional approach that tends to focus on language forms. Classroom instruction needs to include more tasks that help facilitate a more interactive process and allows the learner to develop more learner autonomy. Pedagogical innovations should start at the design level to involve curriculum writers, practitioners, teachers and students in the process of awareness raising, programming and classroom implementation.

Keywords: Technology; Pedagogy; Multimedia; EFL; Secondary education; Technology induced pedagogy; China.