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USES OF MULTIMEDIA RESOURCES IN TEACHING ENGLISH

B. RAJENDER

Lecture in English

Government Degree College, Metpally



B. RAJENDER

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ABSTRACT

After occupying as a basic need of computers and the popularity of computers in this modern age, the continuous development of English Language teaching has been changed in to new methods of language learning. Computer software's, multimedia teaching mode based on network circumstance will certainly become the main teaching method for students of English learners in India. The former teaching method depends on a book, a piece of chalk and a tape recorder, and the teacher's main teaching aim in class is to impart language knowledge. Nowadays, English teaching based on network circumstance brings the advantage of multimedia resources into full play, and its' main aim is to impart language skills, study methods and application skills. So, the students' interest of self-study English will be strengthened, their ability of speaking and listening to English will be also heightened.

Key words: Multimedia, Pedagogy, Mother Tongue,

Introduction

Due to the current status of English as global language of science, technology and international relation, many countries are recognized around the world consider teaching of English a major educational priority. English as a foreign language is often taught under unfavorable conditions; as a result, students are not always competent users of English language. Teaching English is not an easy task to teachers as well as students of subject. The search of the effective English teaching has always been a primary object for the teachers and students. Educators normally play the role as information provider who delivers conceptual knowledge to learners. Learner is the receiver of this knowledge, but how could they absorb is merely answered. There is no mechanism to effectively aid the learner to process and comprehend these abundant information and knowledge.

However, in India English as a foreign language is often taught under unfavorable conditions. As result of this situation most of the students are not always competent users of English language. The effectiveness of the education in this setting is questionable. How a student can be best user of the language? After many observations, it is known factor that the education system in India, particularly in the process of English language learning most of the teachers and as well as students concentrating on text books and grammar only. Nowadays also language teachers are still moving around the structural grammatical rules in class rooms for students in the processes of learning the English language. Unfortunately, teachers giving more priority to the grammar than

language learning practice. Students are more concentrating only on reading and writing rather than speaking and listening. They haven't even thought about the listening the language is an easy process of speaking English language. Students are also not getting many opportunities to speak and listened English language. In this situation Teaching English is not an easy task to teachers and learners of language. The search of the effective English teaching has always been primary object of the educators and learners.

The traditional teaching methods is the teachers teach the knowledge to their students, while the students accept the knowledge passively by means of books, teachers' words and writing on the black board through watching, listening and writing by hands. This way of teaching not only fails to show dynamic content rich information, but limits the student's initiative and self-learning process. Teachers normally play the role as information provider who delivers conceptual knowledge to learner. Learner is a receiver of knowledge, but how much could they absorb is merely answered?

There is no mechanism to effectively aid the learner to process and comprehend these abundant information and knowledge. The effectiveness of the education in this setting is questionable? One important alternative is to take advantages of the continuing advances in multimedia technology and to take an effort to integrate this technology with in the class instruction. It is well documented that multimedia technology can help with some difficulties associated with foreign language situation. Such as large class sizes and mixed ability classrooms. And multimedia technology has been used for foreign languages instruction, better result have been achieved with training students to be autonomous learners.

The effectiveness of education setting is questionable. Multimedia has the capability to empower the constructivist approach for learning through collaborations, self-explanations, stimulations, models and creating rich study materials. Picture, videos and sounds are in cooperating in a structured manner facilitating the learning of new knowledge much more effectively. When we hear the word technology, most of us think of computers and students using software programs, the internet and e-mail for languages learning. We sometimes forget that technology encompasses many other media that can be equally education and stimulating.

The interactive nature of multimedia can also provide the learners more flexibility to adopt their own learning strategies. It enables both the educator and learners to work together in an informal setting. The role of educators and learners are expected we cannot make something out of nothing. In order to achieve quality of teaching and the process of learning and English teacher have to adopt effective teaching methods. As we know, the learning process takes place when the student being taught is effectively involved in it. When he or she is learning, consequently, using of any teaching aids and materials in traditional teaching are attracted by the students which brought to the class room. Moreover, students are attracted by new techniques of the teacher.

They are thus stimulated to fully participate in new developments of the lesson. In this way they acquire the new information embedded in the new teaching techniques unconsciously, in a pleasant way, interesting, and interactive manner. Motivation is the key concept in pedagogy; student should be willing to learn. To this end, teacher should try to make every lecture in a different way because student has to avoid their routine class room teaching and boredom self-sufficiency and ignore on the part of the learners. Interaction between teacher and student, between student and the other students is very crucial too. Moreover, students will also able to produce the language they had internalized in real life communication situations. This is in fact the ultimate aim of foreign language teaching; therefore, authentic examples should be chosen.

Nowadays there is an acute need to develop the students their communicate skills rapidly and effectively, therefore access to wide range of information is vital. Teachers will have to adopt their teaching strategies to these necessities. But what do the students need exactly? Unfortunately, most of the text books are outdated; they are boring to the learners of the language, also and have an artificial style. On the other hand, technology provides teachers with an inexhaustible source of authentic materials they can use in classroom. What learners need are precisely these authentic exercises, which should be placed in close relationship to everyday communication for which language is devised.

The desire to make language teaching is more responsive to learner's needs has been a consistent feature from the long period. In grammar translation method, for example the emphasis was on strict grammatical instruction and at best communication played secondary role. Individual learner's needs were not taken into consideration. Despite resistance, the more communicative and student-centered approaches gained ground. The researchers are also showed that making errors in natural part of the language learning process. Hence error correction was perceived as unnecessary and in habit. The ability to convey and understand meaning became more important than mere knowledge of grammatical rules. In addition, individual difference between learners was more important too. Learners were now being treated as central issues.

Language learning capabilities of Indian students:

Speaking the Language is the powerful tool of communication. It plays a vital role in directing, controlling and thinking of every person afresh in every walk of life. Though English was a foreign language, it occupied a prominent place in Indian education system. As second language in India English became prior language of higher education system. At under graduation level English has been taught as first language. Higher education is also known the fact that fluency of English communication skills can get good opportunities for student to get jobs at an early age. Implementation of old methods of language learning process of English to Indian students is not in a fine way that to be learnt best of student needs.

Colonial rules and multilingual atmosphere in India are major reasons which made English as an intra-national language. English is used in banks, offices, in social gatherings and every walk of life. It is an inevitable part of every educated person. It is real fact that not all the under graduates go for post graduate studies and some may get into jobs immediately after their under graduation. So, under graduation is the most important course which gives opportunity to develop both language and communication skills for their future needs. Unfortunately, most of the students' masters in their subject skills not in communications skills in English. Plenty of opportunities are waiting them in the corporate world if they master in communication skills in English.

Problems of students in learning the language:

English language teaching and learning at under graduate level is in deplorable condition. Except some English medium students in cities and urban areas, most of the students do not sufficiently masters in LSRW (Listening, Speaking, Reading and Writing) and communication skills. If we look at rural area students' education system does not allow them to speak and develop of communication skills in English. Because of most of the times students has to interact with their own people with their mother tongue only. In primary and secondary education system student are not able to learn English language properly because their environment doesn't allow them to speak the language. Hence developments of communication skills in English language haven't developed. Another important thing is that lower-level education system continuously works on marks-oriented study only, but not in development of language skills.

Special observation of under graduation students' knowledge, regarding to the learning process they are capable to write the language properly; Even the students of the urban areas who and the students of the rural areas are too different in the process of learning and speaking the language. Regarding to my close observation of the students in urban and rural areas as urban area students, they can learn and speak the language easily because they are all from English medium schools. But the rural area students may not get that type of speaking abilities of language in particular. Even they can listen the language and understand it in a right way. But they cannot speak language because lack of practice, fear, spelling mistakes, grammatical rules and mother tongue influence in pronunciation.

Levels student undergo from lack of language skills, even though they are good at subject skills. Under graduation course designed for the development of the students in a view of terminal and preparatory in the academic life of a student. Which leads to the all-round development of their life deeds. Some of the major drawbacks at this level of teaching of English are ill-equipped teachers, large classrooms, unrealistic and out-dated texts books, not having right process of examination in a view of language development, ill-motivated

students because at this level of students have more freedom than their primary education, lack of support from administration support in case of providing audio-visual materials for language development of the students.

Most of the teachers who teach English to the students at Under Graduation course do not have proper training in teaching. And as well as the student also not have interested on learning the language. Students may expect freedom in learning at under graduation level. So that teacher also not able to prepare the students up to the levels of becoming master of English language skills. Most of the teachers simply prepare students for examinations because all the systems of higher education and commissioner of collegiate education are also looking deeply in to the details of results only.

Nowadays pass percent of the students is also a major factor that teachers to teach the language only purpose of result. This is the fact that teacher's work hard only for result orientation. They are trying to get out of the punishments from higher authorities. Thus, results to the students come out of the college without much practice in English. Though they have plenty of job opportunities in government sectors, private companies and educational institutions, they are not successfully in getting employment due to their poor English language skills. If students of under graduation learn English language can properly, He/She may get good jobs.

Use of Multimedia Technology:

When we hear the word technology most of us think of computers and students using software programmes, the internet and email for languages learning. We sometimes forget that technology encompasses many other media that can be equally educational and stimulating. Including video technology, this often underused in language classrooms. Many teachers show audio and video classes, but most do not use the technology behind the finished product, such as cameras and editing devices to its full advantage.

Yet student video productions using these devices can be the perfect vehicle for integrating skills practice. Authentic communication and process-oriented group activities at a level of student involvement that is difficult to sustain through other media. Students find video work exhilarating and enjoy watching their own productions for pleasure and for analysis of their language skills. Multimedia has capability to empower the constructivist approach for learning through collaborations, self-explanations, simulation models and creating media rich study material. Picture, videos and sounds are incorporating in a structured manner facilitating the learning of the new knowledge much more effectively.

The use of multimedia technology in English can optimize the student abilities of listening, speaking, reading and writing these finishes the teaching goals better way. Years of teaching makes me to realize that the good use of the multimedia teaching method is an important way to optimize English teaching results. While handling classes, we can use teaching methods of multimedia activity to improve the teaching quality of English. But it can't be abused. We must choose and use the audio-visual education programme media rationally according to the contents of the text, so that we can achieve the goal of optimizing English teaching.

The interactive nature of multimedia can also provide the learners more flexibility to adopt their own learning strategies. It enables both the educators and learners to work together in an informal setting. The role of educators and learners are extended in nowadays. In order to achieve quality of teaching and in the process of learning English teacher have adopt an effective teaching method. As we know, the learning process takes place when a student being taught is actively involved in it, when he or she is learning. Consequently, using of any teaching aids and materials in a traditional teaching are attracted by the students which brought to the classroom. Moreover, students are attracted by the new development of the lesson. In this way they acquire the new information embedded in the new teaching techniques unconsciously, in a pleasant way, interesting and interactive manner.

Motivation is the key concept in pedagogy; student should be willing to learn. To this end, teacher should try to make every lecturer in a different way because students have to avoid their routine classroom teaching and boredom self-sufficiency, and ignore on the part of the learners. Interaction between teacher and student, between students is very crucial too. Moreover, students will also be able to produce the language they had internalized in real life communication situation. This is in fact the ultimate aim of foreign language teaching;

therefore authentic examples should be chosen. Nowadays there is an acute need to communicate rapidly and effectively, therefore access to wide range of information is vital. Teacher will have to adopt their strategies to these necessities.

But what do the students need exactly? Unfortunately, most of the text's books are outdated; they are boring to the teacher as well as students and have an artificial style. On the other hand, technology provides teachers with an inexhaustible source of authentic materials they can use in classroom. What learners need are precisely these authentic exercises, which should be placed in close relationship to every day communication for which language is devised.

The desire to make language teaching is more responsive to learner needs has been a consistent feature from the long period. In grammar translation method, for example the emphasis was on strict grammatical instruction, and the best communication played secondary role. Individual learner's needs were not taken into consideration. Despite resistance, the more communicative and student-centered approaches gained ground. The researchers also showed that making errors correction was perceived as unnecessary and inhibiting. Ability to convey, understand the meaning become more important than mere knowledge of grammatical rules. In addition, learner autonomy and individual differences between learners were now being treated as central issues. In the student-centered classroom, students play an important role.

With depending of quality-oriented education, the foreign language teaching idea is from regarding the teacher as well as the student centre too. The teaching methods of English are also changing nowadays. Teacher uses the multimedia technology more often than before, which makes classroom instruction vivid and lovely. Through multimedia teachers can make a better educational product by putting characters, charts, sounds, cartoons, images, etc together. In English classes when a teacher uses this kind of scene, it can generally increase the interest of the students and improve the ability to accept new things of the students, with result of getting double the result with only half effort. Modern multimedia teaching technology substitutes static. Stiff teaching aids with excellent pictures, texts, sounds and images are good. With these teaching aids put fresh blood into teaching of English language. Especially it has an amazing unique function on the student's imagination.

The application of the multimedia has already exerted an enormous influence in the foreign language teaching. First of all, in the classroom, it can transmit a large amount of the knowledge and information to students fast and effectively. The application of multimedia helps to excite student interest in learning. Making full use of multimedia technology can show new words, stereos, and dialogues, which can make students, place themselves in the language and experience actual application of English. The use of multimedia technology can design abstract words, sentence patterns and passages into a scene by putting them together through the cartoon videos. It can make the learning process active or quite with excellent pictures and texts. Thus, it makes students know English perpetually. Meanwhile, teachers can make advantage of the acoustics of the multimedia to strengthen learning strategies of the students.

The auxiliary teaching of multimedia can improve student's spoken language and listening. Traditional English teaching is that teachers instruct the spoken language of the students directly. This kind of extensive reading has been influenced by teacher's levels and student's ability to accept the things. It is difficult for the students to remember and to repeat the long text. But it is much simpler to use the multimedia courseware to solve this problem.

Multimedia tools shall not to deliver the information to learners, but also enable interactive learning. Educators and learners should be capable of getting immediate responses of their actions during the process of knowledge seeking and exploration. In general, different people have different capacities of sense making. This is due to their different sense making methods. One of the best recommended learning methods is self-exploration. Through self exploration of knowledge, new understandings of the subject can be contrasted more effectively.

Multimedia technology plays an important role in the education and training because of its ability to provide virtual environment for learners effectively acquire knowledge. With the sounds and visual effects,

multimedia enhances the computer simulation of real-life events. It has the potential to transform the classroom from a physical world to an unlimited imagery virtual environment multimedia simulation can instantly put the learner in an environment where they can discover, explore more knowledge actively. Visual and audio can powerfully affect the learners processing of the information.

Numerous researches have reported on the theoretical construct that support the use of multimedia technology for English teaching. Multimedia technology allows students to work individually at a computer station, at their own place and according to their own deeds. This one help teachers to deal more effectively with a large group of students. Multimedia makes the introduction and presentation of the content more dynamic and which is attractive for students. It can also increase motivation due to the interactive nature of the activities.

Multimedia technology trains the students to self-monitor and self asses their progress, which promotes autonomous learning and allows students to experience real life and communicatively meaningful language situations and contexts.

Conclusion

In a word, multimedia teaching method belongs to CALL (Computer-Assisted Language Learning) in substance, and we can heighten efficiency substantially, as well as MALL, (Mobile Assisted Language Learning) which are new kind of trends that students should adopt to learn English language speaking skills. We should make best use of its advantages in spite of its disadvantages. Of course, it can't replace all other teaching methods and we can apply several methods together in one class. Only under the background of quality educational learning, we can use advanced educational theory and we can fulfill the target of student's English learning by utilizing modern education technology reasonably.

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