

AN ANALYTICAL STUDY ON THE PURPOSE OF MULTIMEDIA TECHNOLOGY FOR LEARNING AND TEACHING OF LANGUAGE

¹M.Maheswaran, ²K.Jangaiah, ³T. Rajashekar

^{1,2,3}Assistant Professor, Department of H & S, Brilliant Institute of Engineering and Technology, Hyderabad, India

ABSTRACT

In both our daily lives and educational settings, technology has gotten more and more pervasive. Students, children, instructors, and even regular people utilise cellphones and computers for a broad range of activities nowadays. India's educational system has seen a great deal of change. There is no longer a need for the chalk-talk approach in education. Their teaching techniques and approaches have evolved to be more contemporary and creative. The English teachers have also started using technology to help their students' communication and language abilities. In the sphere of education, multimedia technology has developed into a useful instrument, particularly to meet the evolving educational aims and demands. Computer technology is also being used by language teachers to enhance their lessons and help students with presentations, group discussions, and interview skills. Multimedia can be an exciting, entertaining and powerful vehicle for language teaching and for developing interdisciplinary knowledge of the students.

Key words: Multimedia technology, field of education, language teaching, English language and communication skills, interdisciplinary knowledge

INTRODUCTION

Radio and newspapers were once employed as forms of communication. The traditional media have been displaced by computers, pagers, and mobile phones. Every element of modern life, including education, has been changed by computers and the internet. The globe is becoming a small, interconnected village as a result, and knowledge is proliferating.

It's now simple to get information for educational reasons. Teachers may use multimedia tools to teach their pupils about a variety of topics with little exposure training.

The increasing use of technology for educational purposes by students and teachers has transformed the field of education. Zhang Zhen (2016) observes that "Along with the development of computer and information technology, the wide application of multimedia technology has opened up a brand new field for English teaching." Internet has opened up new avenues for teaching. Texts, visuals, audio and video files, blogs, vlogs, podcasts, webinars have become common resources for teachers. Students and teachers no longer depend solely on the textbook. They can now take recourse to exciting stories, cricket commentaries, films, documentaries, TV programs, news stories from anywhere at a click of their mouse. Making use of search engines such Google Chrome, Firefox, Baidu, Microsoft Edge, Opera has become a useful hobby for the teachers and the taught.

When teachers think of the word 'multimedia', they can easily recall many things such as text, graphics, animation, and sounds. They of course need to use these in an integrated way to achieve the desired results in their teaching-learning context. As they begin to use multimedia technology they also need to have in mind the roles of instructors and learners. The roles of teachers and students have changed remarkably. Teachers are now seen as facilitators, guides, and co-learners. Students are becoming responsible and life-long learners. Comperteracy has become as important as literacy and numeracy. Possessing good knowledge of Information and Communication Technology (ICT) has become an essential feature of true learning. Teachers are using various learning management systems and social media platforms to bring variety into their classrooms teaching.

Students are finding it easy to absorb even complex topics through various graphical modes. They access different websites and journals for completing their homework, assignments and for exam preparation. Multimedia is regarded as an essential tool for active learning and academic success.

Flipped classroom pedagogy, interactive whiteboards, e-content are changing the teaching-learning styles. Teachers can now adopt their teaching style to the learner needs, pace and style. Customizing learning has become an easy task with multiple sources available on the internet. Students can learn at their own pace from the comfort of their homes using tablets, laptops or desktop computers.

ICT makes it easy for the teachers and learners to focus on various skills and components of the English language. SimhachalamThamarana (2016) states that “Multimedia is the combination of different content forms. It includes a combination of text, audio, still images, animation, video, or interactivity content forms. It is usually recorded and played, displayed, or accessed by information content processing devices, such as computerized and electronic devices, but can also be part of a live performance.” Putting various features of multimedia such as hyper texts, animation, simulations, motion pictures could offer a plethora of benefits. Learning can become interactive, compression can become easier, completion of the various tasks such as projects can be exciting and educative.

Multimedia is substituting, complementing, and accenting the teaching-learning process. Student motivation is increased, concept knowledge is strengthened, language and communication skills are enhanced as teachers incorporate multimedia text, graphic, video, sound and animation. Students can be taught in meaningful ways to improve Listening, Speaking, Reading, Writing Skills, Pronunciation, Vocabulary, Grammar, Spelling, Punctuation, Presentation Skills, Public Speaking, Group Discussions, Interview Skills by directing students to right multimedia sources and through regular practice. Students understanding of presentation skills and group discussions can be richer through a video demonstration rather than mere presentation of theoretical inputs through a talk or a lecture. A PowerPoint presentation with interesting visuals and audio-visual links is more powerful than a lecture on most topics. Presenting information in graphical way can be a better option to explain certain complex concepts. Exercises on various grammar, vocabulary and pronunciation can be made fun and interaction through the use of multimedia technology. Different websites and different features of multimedia need to be applied at different levels and different purposes. Instructors should do sufficient homework and think of interesting delivery styles such as short presentations, mix of various activities, and frequent breaks.

MULTIMEDIA AND STUDENTS

Teaching is a flexible and complex profession. Min Pun (2013) points out that “With the rapid growth of science and technology, the use of multimedia technology in language teaching has created a favourable context for reforming and exploring English language teaching models in the new age.” Teachers need to constantly embrace the latest trends in teaching and learning. As today’s generation is tech-savvy, teachers need to bring in ICT to their classrooms to make their teaching interesting and relevant. Digital mode of delivery is much preferred by the young learners. Teachers become obsolete if they do not implement the digital tools and learning modes. Making use of apps, gamification, social media platforms such as YouTube, Facebook, WhatsApp and Instagram, and Twitter is mandatory to sustain the interest of millennials. Teachers ought to get trained in the digital delivery of the courses. They need to upgrade their knowledge of technology.

MULTIMEDIA IN CLASSROOM TEACHING

To utilize the full potential of multimedia in the field of education and in the learning and teaching English, it is axiomatic that instructors develop essential skills and competencies to deal with modern multimedia tools. Educational institutions need to provide innovative new pedagogies and tools for learning. They must also provide training for both teachers and students to handle and best utilize new technologies like chat bots for effective learning of English. To carry out these goals, curriculum and syllabus should be prepared in accordance

with the changing technological trends. Application of multimedia technology in education could prove beneficial for many purposes. Zhang Zhen (2016) comments: “Compared to traditional textbook or workbook, a multimedia program can provide immediate feedback on the correctness of the learner’s response.” Multimedia use in the classroom not only demands changes in roles but also in the way seating and tools are arranged. The equipment such as teacher console, computers, chairs and seating plan should be very done very carefully. Students should have the opportunity use technology tools and get back to discuss and work on their own or in pairs comfortably in the classroom. Ashvini Joshi (2012) suggests that “Through their interactions with multimedia texts on topic of interest, students become increasingly familiar with academic vocabulary and language structures. As they pursue sustained study of one content area through focus discipline research, the students become actively engaged in the process of meaning construction within and across different media.”

The use of multimedia in the classroom involves the selection and gradation process as students of different levels are taught different things.

At lower level teaching of shapes, colors, pictures of animals and birds, sounds of the animals, animated stories, and rhymes can be taken up.

At middle level students can be taught pronunciation, vocabulary, grammar, dialogues and conversations.

At higher level students need to practice quizzes, role plays, presentations, movie reviews, book reviews, speeches, group discussions and interviews.

STRATEGIES FOR EFFECTIVE USE OF MULTIMEDIA

Educational institutions should provide proper infrastructure and resources for the teachers and the learners. The following are some of the essential requirement.

Proper infrastructure such as computers, projector, software, internet facility and requisite training and technical support should be provided by administration

Incorporation of multimedia into syllabus design.

Access to e-journals and e-content and e-books.

Word processing, Database, Spreadsheet tools for teaching and assessment.

Provision of Learning Management Systems and video and web conferencing apps.

Training and technological support for using motion picture, animations, and simulations.

CONCLUSION

To make the teaching and learning process an enjoyable experience for their students, teachers must improve their knowledge of and skills in using technology in the classroom. Technology integration is the way to go. ICT technologies should be used to augment traditional distribution methods. With multimedia technology, teachers may provide their students the opportunity to practice many areas of their topics and communication skills both inside and outside of the classroom. Of course, in order to avoid overusing technology and to mitigate its drawbacks, they must consider making the teaching approach student-centered and incorporating multimedia into more traditional teaching techniques.

REFERENCES

- [1] Joshi, Ashvini (2012). Multimedia: A Technique in Teaching Process in the Classrooms. *Current World Environment*, Vol. 7, No. 1, pp. 33-36.
- [2] Pun, Min (2013). The Use of Multimedia Technology in English Language Teaching: A Global Perspective. *Crossing the Border: International Journal of Interdisciplinary Studies*, Vol. 1, No. 1, pp. 29-38.
- [3] Thamarana, Simhachalam (2016). Use of Multimedia Technologies in English Language Learning: A Study. *International Journal of English Language Teaching*, Vol. 4, No.8, pp.15-30.

- [4] Zhen, Zhang (2016). The Use of Multimedia in English Teaching. US-China Foreign Language, March 2016, Vol. 14, No. 3, pp.182-189.