Incorporating Multimedia To Enhance An Effectual Learning Inside Language Classroom

P. Preethi[a], Dr. V. Jaisre [b]

[a] Ph.D Research Scholar, Department of English, Vels Institute of Science, Technology and Advanced Studies, Chennai, Tamil Nadu

[b] Associate Professor, Department of English, Vels Institute of Science, Technology and Advanced Studies, Chennai, Tamil Nadu.

Abstract: Nowadays, Teachers of English Language Teaching endeavours the most innovative method of incorporating multimedia technology to enhance students' enthusiasm, assimilate language skills and self-learning circumstance. The main goal of this research paper is to explore Language learners' response with appropriate statistical proofs towards multimedia tools in common and its influence in enhancing accentual patterns of commonly misspelt English words in specific. It also observes the outcome of multimedia and the teacher's part in facilitating students' to acquire vocabulary easily. The statistical investigation was taken at VISTAS, Chennai, Tamilnadu, in three ways and the outcome of utilizing multimedia devices was discovered to be stupendous and engrossing.

1. Introduction

The lineament of the educational field and perspective of teaching language has been transposing freshly, due to the emergence of modern techniques which have to be contended by the pedagogue, especially to up-skill language. Although this act of recasting is processing slowly where the educator should be clued up to the fact that days are gone with the dust chalk and bond the technology which integrates media in the teaching and learning process. Across the past many decades, technology has embellished as an indispensable fixture at a residence on every side of the world. Ascendancy has pervaded into all plains of entity, including English language teaching. The objective of this paper is to examine the effect of incorporating multimedia technology in language classrooms and to concretely scrutinize how much it accommodate learners' acquisition of language skills namely listening, speaking, reading and writing. The incorporation of multimedia in the language classroom, begin in the 1980s when tiny language schools started to utilize the phonograph, films and the cassette recorder as tools in acquiring language. During the 70s and 80s auditory and visual courses were developed through the propend utilization of visual projection and slide demonstration. In the course of the mid-80s and at the beginning of the 90s, language labs became the most popular and innovative way of teaching language throughout the world.

Moreover, with the passing of time, more language programs using multimedia tools became accessible for language teachers on the internet. In this modern world, the teaching of language turned the entire globe into a universal community by the integration of the multimedia tools such as visual and auditing aids, images, convertible games, access to the interweb. It also arrays moment for the learners to listen and imitate native speakers as well as to communicate with the local society as well with the global community.

It has metamorphosis the language learning and teaching techniques and inevitably transforms learning a language more delightful and fruitful. Balaaco, (1996) claims that multimedia way of learning is "just in time" and when needed it dispatches Knowledge when and where the learner demands it. This impression of "anywhere and anytime" is assisting language acquisition on a sizable scale.

2.Literature Review

In consonance with the research governed by Jackson (2006), it has been discovered that the learners who utilized multimedia for learning score high marks and grades. In concern with the study, the tools of multimedia transpose the interconnection betwixt the student and teacher. Kern (1995) claimed that there are less teacher and more learner talk in computer classes. Moreover, it transmits the teacher and the learner's roles and direct learning lead to more students centred. As Lindfors, 1987 says that vision and hearing are the two predominant sense of multimedia tools could afford to the learners and give them ample opportunities for students to acquire linguistic inputs. Exclusively Pope and Golub declare that the language tutor must promote modern effective teaching with the implementation of technology. Therefore diverse task performed by students through computer and that widens their repertory of the cognitive, metacognitive and effectual learning process. Kajder (2003) the great writer claims, "Focus has to be placed on learning with the technology rather than learning from or about with the frequent usage of hypermedia, multimedia regarded as the greatest tool for language acquisition. He argues that the usage of hypermedia enables learners to relish authentic learning and experience an excellent atmosphere in

language learning. As plester, 2001 recently put on the study in the area of first language literacy states that texting message could develop learner's reading and the ability to spell. Computer-mediated communication (CMC) is the immense term for technologies that permit the learner to converse with other student or native speaker via texting or audio encompassing, sending Mail, texting message, conversing and symposium.

3.Methodology

To detect the effect of multimedia technology in the language classrooms in common and in enhancing their speaking skills in specific on the students at VISTAS, Chennai, three kinds of statistical observation were regulated. Primarily a questionnaire was employed to investigate the extinction response of the learners to the incorporation of multimedia tools in English language acquisition. For the research25 students at the undergraduate level were selected for the investigation. Six asseverations constructed on the implementation of multimedia technology were imposed. The students were enjoined to chose strongly agree, agree, neutral, disagree and strongly disagree about the six asseverations on multimedia technology. The next observation is reclined on the influence of multimedia technology in enchanting pronunciation of few words. This analysis was relayed on the pre-test and post-test. The pre-test was organized before the treatment i.e. before the utilization of multimedia tools. 25 students encompassed from various courses were enjoined to pronounce 30 English words. The way of pronunciation word by those students was recorded. Subsequently, the same learners were treated with a multimedia way of teaching for 3 days to experience the pronunciation of the set of words with the assist of internet access. In this circumstance, the learners were taken the post-test. In the case of the pre-test, 3 days have taken to effectuate. Every day, each student were imposed 10 words to pronounce without the indulgences of multimedia technology. Their pronunciations were audio taped. The standard pronunciation of each word was acquired at one point. There were not jolted for the penalty for the incorrect responses. The students who took pre-test and post-test come with the ages from 17-19 and they were rudimentary learners of English having a limited acquaintance with the English language. The goal of the research is to investigate how Received Pronunciation (RP) which is accessible internet gives hand to learners to locate their errors in the processing of accentual patterns in the words of English. The next test was based on vocabulary which integrated pre-test, treatment, post-test. The pre-test for vocabulary was imposed on 25 students from various courses of the same college.

They were introduced to 15 new words with meaning which was illustrated by the teacher with the help of written material. Then the post-test was facilitated after a week, the learners were encouraged to access videos to equip their grasping capability. In the post-test, the result was found magnificent. The role of multimedia was played an active part among the learners. Every new word was finely comprehended by students in a short period by the integration of media technology.

The questionnaire on the incorporation of multimedia technology in English language classes imposed on the learner comprises six asseverations. The example states below:

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
(1) Incorporation of multimedia technology inside the language classroom is indispensable					
(2) Multimedia considered being an enjoyable facilitator to acquire language.					
(3) It's a massive source of stimulation for students.					
(4) It proliferates the educational system.					
(5) It inhales copious time but proffered less result.					
(6) Conventional way of teaching is superior.					

The second test on the influence of multimedia in pronouncing 30 common misspelt words was associated with different situations. The Sample is provided below:

> Almond, Chaos, Boutique, Debris, Coupon, Banquet, Mojito, Resume, Pronunciation, Determine, Receipt, Tortoise, Sachet, Prejudice, Peasant, Patrol, Official, November, Metabolism, Melodious, Magician, Lettuce, Legitimate, Innovation, Envelope, Depot, Decent, Cucumber, Comedian, Chaos, Buffet, Library, Jewellery, Ingredient, Ignorance, Hotel, Forget.

4. Result and Discussion

Table 1: Result of investigation on the implementation of multimedia technology in the Language Classroom.
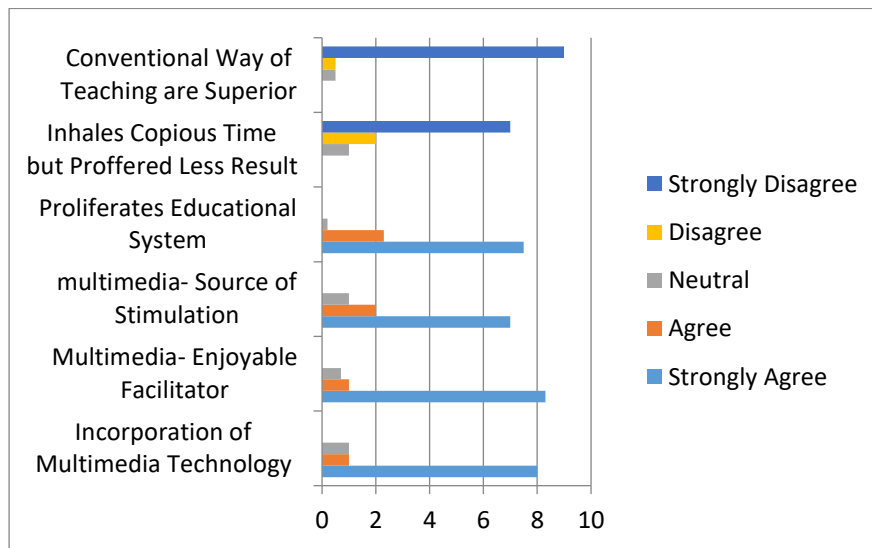

Table1 (implementation of multimedia technology) which was regulated on learners affirms that the ninth per cent of students were supposed to strongly agree with the implementation of multimedia technology in Language classrooms. No one was found supporting strongly disagree with the utilization of multimedia technology. The learners believe that multimedia tools are crucial in the present teaching and learning process. As multimedia tools incorporated effectively in the process of teaching, in a short time students become well familiar with the merits and various features of technological multimedia tools. 75% of learners were of the strong perspective that multimedia technology has an effectual capacity to teach as well to amuse the students. A huge integer of learners delineated that multimedia tools impacts student with an exhilarating understanding of the acquisition of language and extremely develops their stimulation.

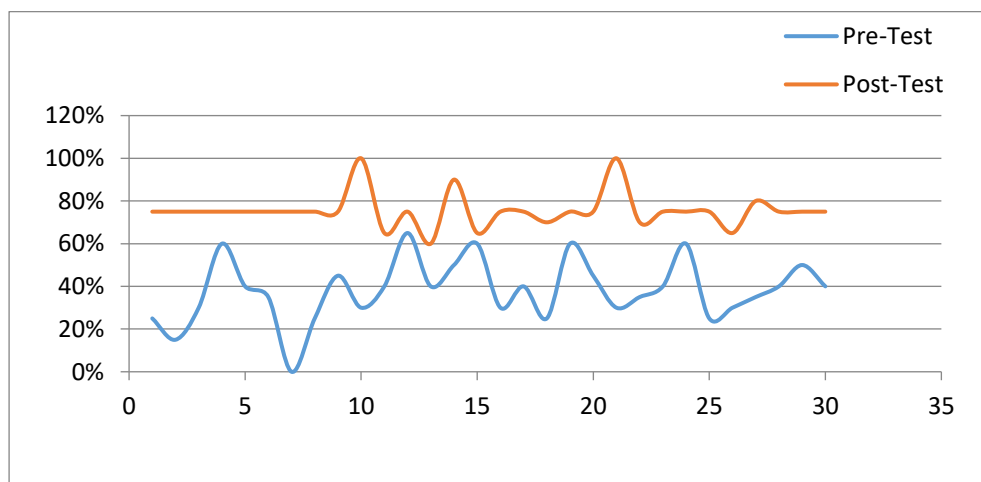**Table 2**: Influence of multimedia technology to improvise pronunciation

Table 2 was owned to illustrate the production levels of 25 learners in the pronunciation test which laid based on pre-test and post-test (after the implementation of multimedia to practice pronunciation). Table 2 displays that

there was notably the conflict between the production of pre-test and post-test. The learners who involved in the post-test shows better performance when compared to the students' performance in the pre-test. The performance of the learners in the post-test after the utilization of multimedia was seemed to escalate than that of the pre-test. 65% post-test of students scored 75% marks, whereas in pre-test no participant acquires 70% of marks. The second denotable finding was that the performance of the learners of the post-test starts from 65% of marks although the marks of the learners in the pre-test starts from 15% of attainment. It could also be declared that a huge number of learners of pre-test secured very poor marks. Only 15% of learners have secured 60% marks, whereas no one obtained a low score in the post-test because their mark has begun from 65% and it rises to 100%. So it could be extrapolated that after utilization of multimedia technology the scores of the learners have reached very high.

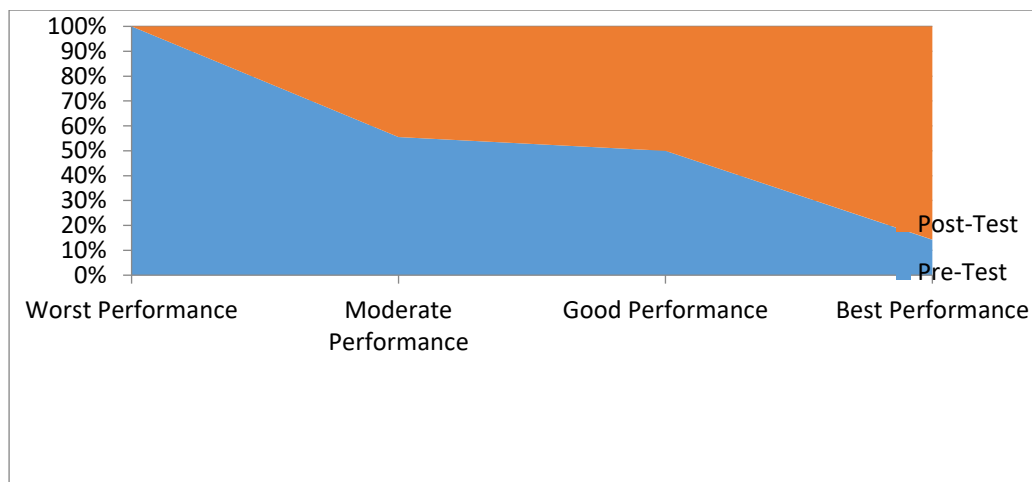**Table 3:** Result of multimedia technology in teaching vocabulary

Table 3 demonstrates that the acquisition level of the learners was found notably divergent in vocabulary test encompasses pre-test and post-test (organized after the utilization of multimedia tools). Only 15% of learners in the pre-test (after the conventional teaching) have displayed great performance but in the post-test (organized after the utilization of multimedia technology) the performance is exceptionally significant. 55% of learners in the post-test which was organized after the use of multimedia help learners to achieve the best performance. It means that the teacher's role as an effective facilitator is the central part in enhancing the students' vocabulary. In the pre-test, 45% of student's exhibits the very worst performance, 25% of students showed moderate performance, 20 % of students showed good performance and only 10% of student's exhibit appreciate-able performance. After that in Post-test, 0% of students have shown bad performance (lessen from 45% to 0%), 20 % of students showed moderate performance, 20% of students showed good performance and 60 % of students exhibit the best performance and improved exceedingly. In the post-test worst performers dissipated and the individuals' performance in all the categorization has notably enhanced.

5. Conclusion

All the three statistical investigation intricate in this research shows ample of the magnificent influence of incorporation of multimedia technology in the language classroom. Nearly every student and the teachers strongly agree with the utilization of multimedia tools in English language acquisition. They were possessed by the perspective that multimedia technology enhances the students' vigorous involvement and henceforth turns the entire learning procedure to learners centric and thus so stimulating. The learners learn desperately by trial and error method. But the teacher's part in the learning procedure is however central as the teacher fulfils the place of an effective facilitator. It is the predominant duty of the facility's to impose the student with proper instruction as to how to frame the best utilization of multimedia tools for obtaining speaking skills. The production of the post-test on the stimulation of multimedia technology in enhancing accentual patterns of misspelt common words is a remarkable process. Over 70% of students after attaining the teaching with multimedia tools effactually pronounced 85% of words accurately. After listening to the native pattern of pronunciation the students found it easier to pronounce the given words. By listening regularly they learned perfectly the accentual patterns of the given words. They enjoyed the learning process while listening to native speakers. So it could be concluded that by giving ears to native speakers on television, audio recorders, BBC, and on multimedia, there are numerous means to enhance the pronunciation of commonly misspelt words. The third test was put forth based on acquiring vocabulary. The participation of the learners in the pre-test of vocabulary was deplorably worst but after hearing

and experiencing many examples on multimedia the learners yield a better solution. Teachers facilitate students with contemplation of video, audio, images etc in the language classroom; the part of a teacher in teaching speaking skill is often confounded. But in reality, the teacher occupies the predominant part in implementing dynamic viewing. Henceforth the teacher persists central in all teaching and facilitating process which significantly taken up with the tools of multimedia technology.

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