



THE USE OF MULTIMEDIA IN THE CLASSROOM FOR EFFECTIVE ENGLISH TEACHING

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ABSTRACT

This paper is to assert that Multimedia has a prominent role in teaching and learning English language in global arena. It is known that, to teach anything there should be a methodology for effective learning. The methods in teaching were set out with the specific reasons to change the society as learned in all the aspects. English language teaching was started in the 20th Century with the methodologies like Direct, Bilingual, Grammar- translation, Audio and communicative language teaching in this significance only. The use of multimedia in class room for effective English teaching can be supported as another method for easy and effective language learning as it plays a vital role. In the procedure of learning we involve text, audio, video, stills and animations. We can assure that Multimedia is helping us directly to learn language very well.

Keywords: Multi media, Global arena, Grammar translation

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The multimedia enables the learners to store the content for repetition to emphasize on the required ideas for learning. In this view only the current system of English Language Laboratories, the software and the class room system of English Language Learning require audio effects and video effects. Today we observe that young generation is very fast in acquisition of English language as they have more audio and visual effects in the living style. It is understood that learners are enabled in language

learning with the assistance of multimedia. Besides learning English language effectively we also need not toil unnecessarily with the help of multimedia. And it has the wide scope of the world for any kind of information with the innovative aspects of technology. With the effects only the educationists and education system are following the system in teaching and learning English language.



The past fifty years have been witnessed rapid illustrations in the technology associated with communication in all its forms. Now a day's almost all international schools and "Gurukulam" or "Ashram" schools they are using Digital Classrooms for effective teaching and learning of student community. 'Interest in and attachment to the multimedia begins, for most children, well before they attend school and continues throughout their adult lives' (Masterman, 1985). Many pupils come to school with experience not only of viewing, listening to and reading a wide range of mass media forms, but they have grown up creating and publishing with desktop publishing (DTP) and usage of power point presentation packages (PPT) on powerful desktop computers. In my opinion all the schools explore the ways in which media and Information and Communications Technology (ICT) may be seen as central to the teaching of English in the twenty-first century. Although media and ICT are discussed here in a separate chapter, they should not be seen as separate, 'bolt-on' aspects of English, but as integrated with what might be considered good practice in English teaching in the same way that all aspects of English are interlinked in the English classroom.

"I believe that in the modern world media literacy will become as important a skill as mathematics or science. Decoding our media will be as important to our lives as citizens as understanding great literature is to our cultural lives"

- Tessa Jowell, Culture Secretary, UK
Film Council Press release, January 2004

In addition to direct social interaction, their personal communication includes e-mail, mobile phone texting and the Internet (all producing new forms of writing, spelling and uses of punctuation); and they can participate in interactive mass communication via radio and television broadcasting. The advent of affordable user-friendly technology has invited broader and more exciting opportunities for teachers, first in terms of texts— since the early 1980s video cassette recorders (VCRs) have brought the moving image more easily into the classroom, for instance – and second as a shift in pedagogical identity – since the late 1980s digital technology has enabled more teachers to see themselves as producers and creators. Few English teachers

would consider themselves to be poets and novelists. If teachers are to engage with the notion of literacy in its widest sense, multimedia and ICT should be central to the work of the English classroom.

MEDIA STUDIES

Media Studies is distinct from other subjects and like them has its own history, modes of enquiry, content and concept base. Media Studies takes the form of specialist courses, specifications and examinations from Key Stage to postgraduate level; the range of courses available at secondary level is outlined in the 'Qualifications' section below. If your school experience includes Media Studies then you need to become familiar with the analytical underpinning that informs all of its work, the key media concepts. Concepts establish a common ground between the wide range of media products to achieve 'a consistent line of enquiry' (Masterman, 1980 p.3). Internalising this new discourse may seem strange at first to specialist student English teachers, but it does provide a consistent clear map to planning and assessment, and makes your media teaching easier and more effective. Additionally, the concepts provide a rationale for organizing media in English.

AUDIO VIDEO ACTIVE LABORATORY (A.V.A)

With this kind of laboratory there is a teacher's console and individual headsets. A tape is played from the console. The student listens and, when he speaks, he can hear his own voice through the headset however, he cannot record. Everyone has to go at the speed of the tape being played. The teacher can listen to students and speak to them. However, while he is speaking to students, the tape is cut off. The student does have an idea of whether his answer was right or wrong, and next time round he can try and produce a better version. The effect is similar to a chorus drill where the student can hear his own voice more clearly, and the teacher can listen to individuals. A laboratory like this is cheaper and easier to maintain than the A.A.C. Outside distractions are cut out by the headset, and it provides variety as another form of practice. However, much of what it achieves can be done in the classroom with a tape recorder and chorus drilling. The advantage of the student working at his own speed and correcting himself is lost. As a result, the student's personal



sense of achievement is also less. In this kind of laboratory the students will have the visualization also on topics like the assessment of voice frequency and the vocal card movement in pronunciation and the picturization(animation) in dictionary usage. This is an apt to say that students can have great attention on the learning and they will acquire the knowledge very effectively. Adhering to the visual effects the students can easily learn the language and they can keep in mind.

POWER POINT CLASSES

In the current academic curriculum from L.K.G to PhD all lectures projector assisted based. It is not hyperbole saying that power point presentation is playing a major role in all the stages of teaching and learning. We are supposed agree that now a day's any kind of discussion requires the power point system to enable the learners/spectators with the effects of multimedia. Based on this kind of teaching and learning we can save lot of time in acquiring the knowledge from the particular area of studies. And by the assistance of multimedia the learning and teaching is assertive that there will be excellence in learning. It is obvious that using multimedia lecture in class room there will be advantages only. Having the view and the concept in administrative also power point method is playing very prominent role. In the recent NAAC inspection in our university (Andhra University) all the departments used the projectors for the power point presentation. In technical classes there is compulsory to use power point lectures to enrich the understanding power of the students with the visual effects.

CLASSROOM PREPARATION

If the object of the laboratory is to make students more fully aware of new language and to get them to produce and practice it correctly, you need preparation before hand in class, so that they can start work straightaway, clear in their own minds about what they have to do. The best way is to play a tape of the laboratory exercises. Make sure that your class understand the instructions and that they become familiar with vocabulary, structure, idiom, and the intonation patterns. Then their laboratory work will really consist of consolidation,

and they should be able to use orally what they have previously understood mentally. Language laboratory work should also be an integral part of classroom planning and not something separate which is added on to classroom work. The advantage of the laboratory is that it can do certain things better than you can. For one thing, its exercises are pre-planned precisely. For another, practice is more concentrated. You have, therefore, to introduce your students to what they are going to do in the laboratory, but at the same time do less in class because you are fortunate enough to have an additional aid which will do it for you, if you delegate properly. Depending upon the text book only the class room teaching and learning may not be emphasized but taking the multimedia tools the attention can be drawn and we can make it successful teaching giving the required clarity for the learners. Having all the above components of language teaching a teacher can empower his students in the language because they will be victimized of the usage of language and the method of all the words of everything and the relation between the language and the relevant pictures with emerging usage of vocabulary.

CONCLUSION

It is common knowledge that the use of multimedia aids is helpful to the teacher as well as the students. Many academicians, committees and commissions constituted by different governments have been unanimous in their praise of the use of these aids to make the learning process lively and lasting. No doubt at all, it saves time besides making the message clear to the learners. If you are using the multimedia systems in the class room, the following questions you should ask in the class room. It is very general to say that we can learn and can be educated in academic institutions but we are shocked when our kids observe many activities in Television and in smart phones. We can say very boldly that multimedia making possible the impossible aspects such as showing the captures of pictures and videos of rare appearances in the mechanical world. For instance, old currency, animals, cultures, traditions and the technical procedures which will enable to understand the past and the present. However we



can affirm that there is a great role of multimedia in teaching and learning English language.

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