



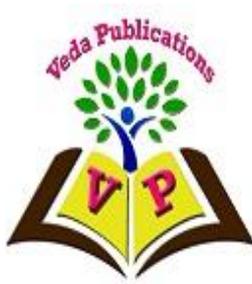
## TEACHING OF ENGLISH LANGUAGE THROUGH EDUCATION AND USING MULTIMEDIA

Dr.J.Ranjithkumar, Mr. A. Justin Diraviam, Ms. M. Ajantha

<sup>1, 2, 3</sup>(Assistant Professors of English, Hindusthan Institute of Technology & Hindusthan College of Engineering and Technology, Coimbatore.)

[doi:10.333329/joell.7.4.25](https://doi.org/10.333329/joell.7.4.25)

### ABSTRACT



In the growth of human being as social beings language has a very important role to play. The Indian people have been using English as the Second language for the past two centuries. English has become a familiar language to Indians. English as a subject in the school curriculum is given great prominence by the authorities and its study is compulsory for everyone. The present paper deals with the teaching of English language through Education and using Multimedia.

**Keywords:** *Language, Teaching, Medium, Communication, Knowledge, Methodologies.*

*Author(s) retain the copyright of this article* Copyright © 2020 VEDA Publications

Author(s) agree that this article remains permanently open access under the terms of the Creative Commons Attribution License 4.0 International License 

**LANGUAGE IN EDUCATION**

Language is central to the whole process of education and is principal means of cultural transmission. It is also a very explosive tool and hence needs to be handled with care and understanding. In the growth of human being as social beings language has a very important role to play. It is through language more than any other means experience is recorded, interpreted and extended. According to Dr. Radha Krishnan, "Effective use of language is a powerful tool to help the good scientific thinking and especially to communicate in science as well as necessity in the humanities" Unless one learns to use and organize words clearly and effectively thinking will lack precision and accuracy.

**ENGLISH LANGUAGE**

English, though a foreign language has always occupied a unique position in the educational system in India. English has involved enormously as a living language over the years. It is used as language of communication all over the world. It is important for user and listener to use the language symbol which is mutually intelligible to get the full import of what is said or written. Though the use of English as a medium of communication in India dates to the colonial days, the native non-English speakers especially from the rural inland, frets and fusses when exposed to a situation where has to communicate inevitably in English.

English is an important international language and the ability to use this language has become a necessity to an educated person. The aim of teaching English will be two-fold; to increase the

power of his pupil's knowledge over language which deals with ideas and to increase their power over language which expresses feelings.

English in India is used as

- One language in the three-language formula.
- A tool language.
- A medium of University education.
- A language for advanced studies.

According of Thompson and Write there are four specific aims of teaching English at the school stage:

- To understand spoken English
- To speak English
- To understand written English
- To write English

Teachers of a Foreign Language should not forget that they are teaching of a tool of thought. If English is to carry out its work as a tool of thought, then we should recognize that it will not do this except as an accurate and precise tool of thought. This accuracy and precision can be obtained only by the standard of correctness in pupil's speech and writing. Teachers are therefore right in insisting upon their corrections in all their lessons.

Here are some of the reasons why pupils should learn English.

- ❖ To communicate in speech or writing with other people who speak English and to understand and take part in a wider



life than that of the village.

- ❖ To understand directions and instructions in life at work (at the post office, hospital or with machines).
- ❖ To read books in English on educational subjects like Religion, History, Geography, Nature study, our own trade or profession for example in order to become educated by means of English.
- ❖ To read books in English for pleasure, comics, magazines, stories, novels, plays and so on.
- ❖ To read books in English on technical and scientific subjects which will help them to understand the modern world or to make their place in their own progressing community as it moves forward.

#### LANGUAGE TEACHING METHODOLOGIES

There are several methodologies are being practiced by the language teachers throughout the world. The following are the general methodologies in the language teaching and learning process in the school system.

- ❖ **In the Direct Method** the teaching is done entirely in the target language. The learner is not allowed to use mother tongue. Grammar rules are avoided and good pronunciation is emphasized.
- ❖ **In Grammar-translation method**, Learning is largely by translation to and from the target language. Grammar rules are memorized and long lists of vocabulary are learned by heart. There is

no emphasis placed on developing oral ability.

- ❖ **In Audio-lingual method**, learning a language means acquiring habits. There is more practice of dialogues of every situation. A new language is first heard before seeing its written form.
- ❖ **The structural approach** method sees language as a complex of grammatical rules which are to be learned one at a time.
- ❖ **Communicative language teaching (CLT)**- This method enables the learner to communicate effectively and appropriately in the various situations. The functions such as inviting, suggesting, complaining or notions such as the expression of time, quantity, location are the content of CLT courses.
- ❖ **In the Silent Way** the aim of the teacher is to say as little as possible in order that the learner can be in control of what he wants to say. No use is made of the mother tongue.
- ❖ **Community Language Learning** builds a strong personal link between the teacher and student so that there are no blocks to learning.
- ❖ **Immersion** is a great extent to the situation we have at our school.
- ❖ ESL students are expected to learn math, science, humanities etc. through the medium of the target language, English.

**MULTIMEDIA**

Multimedia is an epitome of inventions. Audio and video clips in presentation would be considered as "multimedia presentation." Malagi (2013) stated that multimedia combines media elements such as text, graphics, video, animation and audio to represent and convey information. Educational software that involves animations, sound, and text is called "multimedia software." The introduction of multimedia technology into teaching – learning process not only provides an opportunity to reconsider teaching strategies to be adopted but also requires such reconsideration.

**ROLE OF MULTIMEDIA IN EDUCATION**

Multimedia enhances to the standard of educational technology. Multimedia components such as graphics, animation and sound increase the learning process through visualization. Many studies (Malagi, 2013; Kassim, 2013; Abidove, 2015) have found that students learn as much or more from multimedia as from traditional methods, generally with approximately a 30 percent reduction in instructional time. Research projects have also generally found that students enjoy learning through multimedia.

**THE USE OF MULTIMEDIA TECHNOLOGY IN TEACHING ENGLISH**

English is expanding worldwide, the teachers of English feel the need of change in their language teaching methods. Here are teachers who use the leading edge of technological and scientific development but the majority of teachers still teach in the traditional manner. Computer-based interactive applications that use both the hardware

and software, allowing people to share their ideas and information refers to multimedia technology. A combination of text, graphics, animation, video and sound shows multimedia technology. Multimedia technology can be used by teachers to create more colorful and stimulating language classes.

**EDUCATIONAL ADVANTAGES OF THE MULTIMEDIA**

The important advantages of using the multimedia technology in teaching English are as follows:

- ❖ Students are motivated to learn English.
- ❖ Students' communicative competencies are developed.
- ❖ Widens students' knowledge about the culture of English.
- ❖ Improves Teaching efficiency.
- ❖ Enhances Interaction among Students and between Teachers and Students
- ❖ Creates a Conducive Teaching Environment in the Classrooms
- ❖ Provides Opportunities for English Teaching outside the Classrooms

Multimedia technology goes beyond time and space and creates more real-life environment for English teaching grammar. It stimulates students' initiatives and economizes class time, providing more information to the students. At present, the teachers in the Indian Schools take more time to complete the classroom instructions by traditional method of teaching (TMT) due to overcrowded syllabi and lack of time in the classroom situation. Further the teachers are not able to concentrate in



the development of all the cognitive skills through laboratory activities.

In this connection, the individualized instructional materials can help the teacher to overcome these problems of teaching in the classroom. The present state of affairs of English Grammar education is that most of the students learn grammar, pass the examination and forget its real-life application. Unless some device is made, these pupils cannot comprehend the concept in the said content area. Hence, it is the duty of the English teachers to device an instructional objectives.

## CONCLUSION

In this paper, the investigator has highlighted English language Education and its aim, objectives, and teaching methods. Further the investigator has pointed out the meaning and importance of educational technology, multimedia and its usages in the teaching learning process. Finally, the paper ended with need and importance of the study, rationale of the study, and scope of the study, delimitation of the study and scheme of the study.

## REFERENCES

- Nami, F., Marandi, S. S., & Sotoudehnama, E. (2016). CALL teacher professional growth through lesson study practice: An investigation into EFL teachers' perceptions. *Computer Assisted Language Learning*, 29(4), 658-682.
- Nashruddin, W., & Nurrachman, D. (2016). The implementation of lesson study in English language learning: A case study. *Dinamika Ilmu*, 16(2), 169-179.
- Oflaz, A. (2015). German vocabulary teaching in traditional and alternative foreign language teaching methods. *International Periodical for the Languages, Literature*

and History of Turkish or Turkic, 10(3), 695-712.

Ono, Y., & Ferreira, J. (2010). A case study of continuing teachers Professional development through lesson study in South Africa. *South African Journal of Education*, 30, 59-74.

Özaltun-Çelik, A., & Bukova-Güzel, E. (2016). A mathematics teacher's questioning approaches for revealing students' thinking during lesson study. *Turkish Journal of Computer and Mathematics Education*, 7(2), 365-392. <https://doi.org/10.16949/turcomat>.