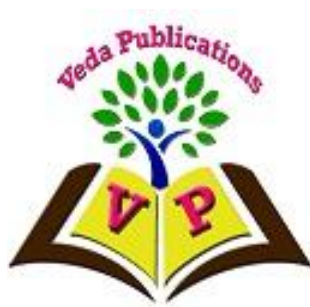RESEARCH ARTICLE

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MULTIMEDIA IN THE CLASS ROOM

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ABSTRACT

In today's rapidly changing world of technology, we are forced to consider our responsibility as teachers and educators, to prepare our students to be successful in the world of tomorrow. Multimedia in classroom opens a window to a world of visual literacy and authentic learning experiences, which engage the learner in higher order thinking skills. An analysis of Multimedia in classroom indicates that students are able to differentiate among the media in terms of their contribution to maintaining or increasing student interest as well as in understanding the course material. Multimedia classroom provides the students chances for interacting with diverse texts that give them a solid background in the tasks and content of the syllabus. This motivates students in self-assessment and to take control of improving their skills. This paper aims to find out some advantages of the use of multimedia in the classroom both in terms of improving the quality of teaching and giving the students a more varied experience of learning English language.

Keywords: *Multimedia, Technology, Classroom, Students, Teacher, English Language.*

Howard Gardner believes in the fact that people have a unique blend of capabilities and skills (intelligences). He categorizes" Multiple Intelligences" as:

1. Verbal-linguistic intelligence (well-developed verbal skills and sensitivity to the sounds, meanings and rhythms of words)

2. Logical-mathematical intelligence (ability to think conceptually and abstractly, and capacity to discern logical and numerical patterns)

3. Spatial-visual intelligence (capacity to think in images and pictures, to visualize accurately and abstractly)

4. Bodily-kinesthetic intelligence (ability to control one's body movements and to handle objects skillfully)

5. Musical intelligences (ability to produce and appreciate rhythm, pitch and timber)

6. Interpersonal intelligence (capacity to detect and respond appropriately to the moods, motivations and desires of others)

7. Intrapersonal (capacity to be self-aware and in tune with inner feelings, values, beliefs and thinking processes)

8. Naturalist intelligence (ability to recognize and categorize plants, animals and other objects in nature)

9. Existential intelligence (sensitivity and capacity to tackle deep questions about human existence such as, What is the meaning of life? Why do we die? How did we get here? (*Source:* Thirteen ed online, 2004)

Gardner asserts that people who have an affinity toward one of the intelligences do so in concert with the other intelligences as "they develop skills and solve problems" (businessballs.com, 2009).Therefore, the use of multimedia caters to reach out to the learners of different learning capabilities. The youth today are tech savvy by exploiting their craze for   social media and apps would encourage sharing, feedback, and other experiences to support learning. In today's rapidly changing world, teachers are expected to prepare their students to face challenges of the world head on with skill sets. Multimedia is one of the best choices both for teachers and learners to make learning fun. Teachers can capture the attention of students, engage learners, explain difficult concepts, and inspire creativity by incorporating multimedia in their instruction. Further, the learners can hone their skills by learning with technology independently, thus pacing their learning outcomes. There are many tools available and also many ways to use these tools. The teacher can decide the most appropriate technology to accomplish   the certain learning goals or outcomes set by him/her.

Multimedia, as the name itself is self-explanatory, is more than one medium of expression or communication. In other words, it is the combination of various digital media types such as text, images, sound and video into an integrated multi-sensory interactive application or presentation to convey a message or information to students.

Because of multiple digital media types, it can stimulate more than one sense at a time, and in doing so it can capture students' attention.

Using multimedia in the class room, helps teachers engage students and provide them with valuable learning opportunities. Through multimedia, learners can easily remember a picture rather than a paragraph, an animated video of a concept is worth more than a lecture and a video demonstration of a process by a teacher exposes students to more real time knowledge than a theoretical explanation. There is no doubt teachers consider Multimedia a great tool in the classroom to improve student learning.

Multimedia in classroom opens a window to a world of visual literacy and authentic learning experiences, which engage the learner in higher order thinking skills. It empowers students to create and design rather than absorb representations created by others. It improves reflecting thinking that is the use of those cognitive skills or strategies that increase the probability of a desirable outcome. It also provides the student with suitable and personal learning resources according to their different learning styles and abilities.

The three most common ways in which people take in information are visual, auditory, and kinaesthetic. We know from experience that students respond well to the use of images to stimulate their interest in a subject. A vast majority of the population prefer this visual style of learning. Photographs/pictures and also videos are just a few of the types of visuals that can be used to engage students who are visual learners. While about half of the population prefers to receive information in an auditory manner which are language tapes in English language classes and loud readings of poems and passages by teacher as well as students and also incorporate specific sounds (Phonetics-the English sounds). Finally some of the population prefers a kinaesthetic approach would enjoy "doing" things as a way to learn information. This could include participating in labs, demonstrations, and various kinds of simulations. It is rare to find all three of these approaches to learning incorporated into a traditional classroom. But in case of Multimedia in the classroom, teachers can put to good   use YouTube videos to visual learners, podcasts for

auditory learners and interactive games for tactile learners. Thus Multimedia resources make it easy for students to learn in a style they are comfortable with. Unlike traditional approaches in which the teacher is the centre of the class room delivering long lectures at the same pace can be changed to 'Learner centred class room' in which the students have personalised learning using Multimedia. Now a days in almost every educational institution, especially in engineering colleges in Andhra Pradesh, establishment of English language laboratories is mandatory. All language learning, particularly, English language learning requires multisensory engagement, active participation and engagement with the material, which can be achieved through pedagogically sound practices with technology.

In English lab, the undergraduate students of engineering use all three style of learning -visual, auditory, and kinaesthetic. Firstly, they learn about 'Body language, situational dialogues/role plays, power point presentations, Group Discussions, Debates and Interview skills which are part of their syllabus through the teacher and also audio clips. Afterwards they listen to as well as see the topics using special software as visual learning which they then practice through activities before their peers and teacher. The peers and teacher critique the activity, thus providing feedback and evaluation. In this kinaesthetic style of learning they improve their communication skills, inter- personal and intra-personal skills. Students also improve their presentation skill which is their prescribed syllabus by using videos and slideshows is a great way to improve student learning, because it allows them to engage with the text in a very visual way.

Flipped class room method: we started to use/implement this method in our institution which has been in existence in educational world since 1970s. Students who are thought to be learned, capable, and who possessed a high degree of reading comprehension are placed in a "self-study group" and are asked to read certain pages of the classroom textbook on their own time to introduce themselves to a specific topic. Thus students exhibit their verbal-linguistic and intrapersonal intelligences. This group of students would sit together to discuss their learning. This is an opportunity for them to ask questions, teach one another and challenge and evaluate each other's understanding of the material. Typically this learning model is facilitated by assignments requiring application of the newly gained knowledge. At some point in the class the teacher, as a facilitator would dedicate a few minutes to engage solely with this group to answer their questions, clarify doubts, settle debates, and assess understanding.

The younger generation's deep interest in the latest technologies can be put to great use in the classrooms not only to engage them but also motivate them to be self-learners. The resources available on the web can be exploited by a teacher to make language learning enjoyable.

ICTs that is information and communication technology has the potential to fundamentally revamp education. ICTs are a series of instruments that transform the way humans collectively produce and consume information on a global scale. Many teachers and students are already utilizing some of its capabilities. Students around the world can access abundant, high quality educational content, due to the ubiquitous nature of Internet. These types of tools are fun and engaging. They also support 21st century skills like collaboration, communication, problem solving, and creativity.

Moodle is a free software tool which enables students and teachers to create and share a personalized content in the class .It is an adaptable tool for students of all ages and learning styles. It is easy, relatively safe to use for students to enter and explore authentic material in the class.

Twiddla (www.twiddla.com): Twiddla is a real-time online collaboration tool. Its beauty is in its simplicity and accessibility. It is user friendly, and probably provides more fun than one is supposed to be having at work.

Edmodo (edmodo.com) Edodo is a controlled social media platform for teachers, students, and parents. By making class work easily available and offering access to resources, learners, and educators around the world, Edmodo provides a comprehensive setting for the online education experience and ensures that students remain safe and focused. Teachers too can use it to make the grading process easier, to assess

student performance, or to complement their lesson plans.

Skype (skype.com) Skype is an online video-calling tool that allows users across the world to communicate, for free, via the Internet. Skype has been around for a long time, but it has only recently tapped its educational potential. We have used Skype to connect with international speakers and educators for an online lecture. Skyping enables us to organize cross-country educational projects. Skype is focussing on their "Skype in the Classroom" program that helps teachers expand their curricula beyond their schools. Skype also has a database of teachers and classrooms looking to connect for this or any other project. Skype is also great from bringing students who might be stuck at home due to illness or other situations into the classroom to join the class for a collaborative dialogue or other activity.

Wiki spaces (wikispaces.com): Wikis provide an easy place to create a members-only web site where users can have discussions, share documents and so on. Wiki spaces was built for education. They even have a special "classroom" tool that is focused on Collaborative Writing.

Haiku Learning (www.haikulearning.com): Haiku is a popular education site, and it's free for teachers . This cloud-based app provides content sharing, assignments, feedback, grading, and more. Similar to Edmodo, Haiku is a basic Learning Management System that provides rich tools for the classroom.

Twitter (twitter.com). Chindu Sreedharan's novel Epic Retold written entirely in a number of tweets is a remarkable text that can inspire teachers to make use of this tool to connect with their students to collaborate on collecting and sharing information to create a class poem or story to build out the content. This tool teaches the users to be concise in conveying information thus enhancing precision in communication.

Duolingo is a language-learning app and website that features comprehensive guides for nine of the most commonly taught languages in the U.S., including Spanish, French, and German. First-time learners as well as veterans can brush up on their skills. Duolingo features a step-by-step learning progression that leads speakers through the basics of the language,

challenging the learners and explaining key grammatical concepts.

SpanishDict is a Spanish translation tool with a built-in community of Spanish language learners. Now a days engineering students show keen interest to learn Foreign languages like Spanish, German, French and Japanese for their employability. In our institution ,Engineering students have taken Foreign language training by experts in a face to face interaction. The learners keep by improving their foreign language skills using the above tool after their training programme ends.

Multimedia tools enable students to express their ideas and works in concise ways that capture the attention of the audience and they develop an ability to communicate their thoughts and concepts through a variety of resources, including text and recorded narrations. Likewise Multimedia gives students a wider choice of software and tools to present their work is an effective way. This is a way to allow the learners to engage in their education in a more personalized way and also improve their creativity, critical thinking.

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