

Usage of Multimedia Visual Aids in the English Language

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ABSTRACT

English has a special place in today's competitive world. Students lack interest, sufficient knowledge and fluency in English, although they have been learning it since childhood. Advances in technology have provided teachers and students with multimedia audiovisual tools that increase interest in language learning classes.

Key words: Audio-Visual aids, English language, Multimedia, Proficiency, Students

INTRODUCTION

Education plays an important role in eradicating poverty and makes the citizens as a powerful source of the nation. Maintaining and providing quality education is the basis of present and future of students. Teachers and facilitators should empower the youth by providing better education which helps them to become knowledgeable, bold and powerful (Anil, 2015)⁽¹⁾. Technology development in the modern era assists teachers in creating a collaborative learning environment. Integrating technology education into the classroom initiates when a teacher prepares lessons that use technology in relevant ways (Kausar, 2013)⁽²⁾. There are different kinds of technological methods used in the language learning classrooms.

Using visuals through Media in the language Classroom.

Some authors differentiate between Media with “M”, and media with “m”, when relating the term to the language classroom. The first one, Media, refers to all of the technological advances such as new software, hard-wares and the use of computers and projectors. And media for the non-mechanical aids, such as charts or even props for the daily life adapted for teaching purposes (Brinton, 2001)⁽³⁾.

Both kinds of media seem to have the same beneficial outcomes. Brinton also points out the different reasons why it is helpful to use media in the class. The main reason is that the media appeal to student's senses and help them process the information, in this way the teacher does not have to give extra explanations as the teaching point has already been reinforced. It is remarkable that media help teachers to motivate students because it brings the real life into the classroom and the language is represented in a more complete communicative context. And instead of taking up additional class hours (a traditional worry of the teachers) they help to economize the teaching task (Brinton, 2001).

Students with different learning styles should also be taken into account, and the use of media help teachers meet the needs of visual, auditory and kinesthetic students. It is important to say that the use of multimedia material must be perfectly integrated in the classroom to be effective and not to treat it as something extraneous. Brinton (2000) devoted the end of her article to summarize the rationale behind the use of the media in the language classroom: “Use media materials when variety is called for, when they expedite your teaching task and serve as a source input, and/or when they help you to individualize instruction and appeal to the variety of cognitive styles in your classroom. But above all, use media to involve students more integrally in the learning process and to facilitate language learning by making it a more authentic, meaningful process.”(p. 130)

With projectors and multimedia classrooms integrated into the high school at present, teachers can use a variety of resources to support their explanations, proper exercises or playing games.

Carney and Levin (2002)⁽⁴⁾ reported that pictures improved the reading-to-learn process, but they also pointed out that these pictures must be well-selected or well-constructed ones. The beneficial effects of the visuals and the reasons why pictures facilitate comprehension and learning are explained by Levin and Mayer. They proposed some principles called the seven "C". According to their words pictures make the text more: concentrated, compact/concise, coherent, comprehensible, correspondent and codable.

The use of multimedia technology in teaching

As the popularity of English is expanding day by day and worldwide, the teachers of English feel the need of change in their language teaching methods. There are teachers who use the "leading edge of technological and scientific development" (Young and Bush 2), but the majority of teachers still teach in the traditional manner. However, this paper does not claim that none of these traditional manners are bad or damaging the students. In principle, they are proving to be useful even today. There are many opportunities for students to gain confidence in learning English, who learn the language not only for fun. For them to keep up with the teaching of English and gain more confidence, they must step into the world of multimedia technology. Here multimedia refers to computer-based interactive applications using both hardware and software that allow people to share their ideas and information. It is a combination of text, graphics, animation, video and sound.

Teachers can use multimedia technology to create more colorful and stimulating language classes. There are many techniques applicable in various forms to English language teaching. Some of them are useful for testing and distance education; some for teaching business English, conversational English, reading, listening or interpret. The principle of learning should be to appreciate new technologies. without taking on the role of a teacher and without limiting the functions of traditional teaching methods. There are various reasons why all teachers of foreign languages and students should know how to use the new technology. The most important, new technologies are discovering and spreading so fast that we cannot avoid their attraction and influence on all of us: both teachers and students, even both native and non-native speakers of English.

CONCLUSION

The main purpose of using multimedia technologies in teaching foreign languages is to promote student motivation and interest in learning English. AT non-native English context, this might be a practical way to get them involved in language learning. To achieve this goal, teachers of foreign languages must create a favorable environment for teaching English, which should be based on the availability of information and training materials. Bye the use of multimedia technologies in teaching, if students are not too dependent on their mother tongue, they should be motivated to communicate with each other in English. The process of learning English should be more student-centered and less time consuming. Foreign language teachers should support the communicative competence of students with the help of multimedia technologies.

In conclusion, the use of multimedia technologies can completely improve students' thinking and practical language skills. This will ensure and ensure effective. The result of learning English. Despite some disadvantages of using multimedia technologies in teaching, multimedia technologies can be effectively used in English language classrooms. In general, non-native English teachers can teach English more effectively if they use multimedia technologies.

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