

Role of Multimedia for English Language Learners

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Abstract

The present research paper focuses on how Multimedia tools are essential for English language learners. Multimedia tools can help English language learners about different types of texts, develop critical thinking skills, and more. English language learners are increasing in both academic and non-academic fields. Teaching methods, approaches, and materials have improved English language teaching. (ELT) The advent of technology has become an essential part of society, helping learners to understand the bigger picture of life rather than just what is taught in a classroom. Globally, Multimedia technology is rapidly replacing conventional language teaching. The advent of new technology has presented many challenges and responsibilities in recent years. As technology has advanced and been adopted, the world has drastically been changed. Technologies are at the core of globalization, affecting education and culture." Multimedia technology is, therefore, a vital tool when it comes to social change as well as linguistic change. English language learners, and language teachers are using different teaching approaches, methods, and materials to ensure the effectiveness of their instruction. Multimedia supports learners' integration and learning based on interests. Several studies have been conducted on instructional Multimedia materials. They have demonstrated that they can be used in classroom situations at a global level and in the Indian context, specifically for teaching English as a foreign language.

Keywords: Modern teaching; Multimedia; Technology.

Introduction

According to the Columbia Encyclopedia, Multimedia is a term used to describe personal computers, software, and applications that combine text, high-quality sound, two and three-dimensional graphics, anima-

tion, images, and full-motion videos. Multimedia is a technology that has different meanings for different people. As a medium of communication, it is a means of doing business worldwide. For some, it could be an essential tool for teaching, learning, evaluating, and providing feedback. Multimedia is defined by Newton (1998) as “the communication of information between users and their computers by combining different types of media. The format in which the information for communication exists varies, but in general, it consists of voice communication, sound processing, and image processing. Media is the convergence of technologies from various industries into a communication medium that combines interactive computers, high-quality video, and audio. Therefore, Multimedia combines standard data processing with text, graphics, animation, sound, and video.” Multimedia technology allows us to experience the feeling of being in the real world through integrating multi-sensory experiences. Several types of Multimedia technology are used in teaching and learning, especially in the classroom, including radio, television, video, video recorders, computers, and movie projectors.

It is often beneficial for educators to use Multimedia tools to improve communication between learner and facilitator. For example, Multimedia tools can create interactive training materials to help instructors learn more about the learners’ body, classroom dynamics, or individual student responsibilities. Additionally, simulation games can be an excellent way for educators (and students) to learn more about complex topics in a fun and educational manner. Educators need to move towards using interactive Multimedia as an instructional tool in teaching and learning, especially when it involves reading skills among under-achievers. Thus, underachievers benefit from the existence of Multimedia in education, enabling them to improve their reading skills through adjustment and modification. Multimedia interaction also supports learning and reading skills in valuable ways, which may increase educational opportunities for underachievers to become good readers.

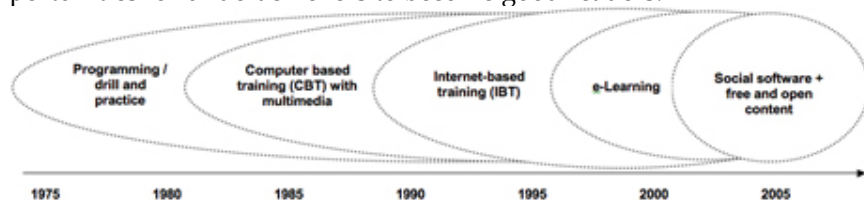


Figure 1.1: History of Multimedia in learning (Based on a blog post by Leinonen, T (June 2005))

People in the 21st century have a lot of new choices, opportunities, and challenges because Multimedia technology is used in every part of life. At this point, schools, colleges, and universities cannot just be small places where a language teacher gives a set of information and knowledge to a student in a set amount of time. Educational institutions should promote “learning to learn,” which refers to acquiring knowledge and skills that facilitate lifelong learning. Therefore, it is the responsibility of the language instructor or teacher to guide the students based on their current needs. The need of the hour is to improve student’s English language proficiency. It is possible only through properly integrating Multimedia technology into teaching and learning English. The effective use of Multimedia technology in educational practices nearly relegated the traditional teaching and learning paradigms to the background. Multimedia contains many technological tools and systems that skilled and imaginative educators can use in English language teaching and learning situations.

There are three main ways to use Multimedia in English language instruction: monographs (written pieces dealing specifically with one topic), tools (which include software applications that allow using Multimedia content alongside your lessons), or dramas. (case studies that explore specific themes or issues) Monographs may be used as part of traditional lesson plans or supplemental material; tools may be used as part of conventional curriculums or as additional resources; dramas may be used as part of teacher-led innovative coursework or assessment tools. One of the main benefits of Multimedia in English language teaching is that it allows students to learn from different media content simultaneously. Students can access information from videos, pictures, or other digital media sources while attending class or studying for exams. This way, students can use their own time instead of learning from someone else material – which can help them achieve more success in school.

Multimedia in English language learning can also provide educators with a fantastic opportunity to directly engage their students. By providing real-world examples and activities related to the material taught, educators can better connect with their learners and foster a dynamic work/life relationship. The Multimedia concept motivates teachers and students to achieve a milestone in academics. With Multimedia trends in English language teaching becoming increasingly popular, there is a need for a guide that can help students and teachers understand the various applications of Multimedia in ESL/L1 teaching. This guide will provide an overview of Multimedia trends in English language teaching using finite resources, including images, videos, and websites. It will also outline how to use

these resources to help students learn English more effectively.

Nowadays, Multimedia tools are everywhere. They are used in movies, video games, advertising, and even in some educational settings. Despite their ubiquity, few people think about writers' influence on these tools. In recent years, multimedia tools have become increasingly popular among writers. In contrast, some writers view them as nothing more than a gimmick, while others have embraced them to enhance their writing. Multimedia tools can be used for various purposes, from creating audio and video content to adding interactivity to writing. At the same time, some writers may resist using multimedia tools; there is no denying that they can be powerful tools for enhancing writing.

One of the most common ways writers use multimedia tools is to create audio and video content. This content can be used to supplement written content or to stand on its own. Audio and video content can be a great way to engage readers and add another layer to the writing. Another way writers use multimedia tools is to add interactivity to their writing. It can be done in several ways, from adding links to external sources to embedding multimedia content within the text. Interactivity can help to engage readers and make writing more.

Multimedia tools are designed to be as user-friendly as possible. It means that they need to be easy to use and understand. However, they also need to be able to convey a message effectively. Writers need to understand the multimedia tools' purpose and what it is trying to achieve. They also need to communicate this effectively to the tools' designers. It is clear, then, that writers significantly influence multimedia tools. Without their input, these tools would be much less effective. The influence of Multimedia tools on some writers is noteworthy, which shows us the effectiveness of multimedia tools and applications as under:

1. They use a variety of media elements that facilitate information processing, and multimedia or digital learning resources aid students in constructing effective mental representations. Digital learning resources use a combination of text, image, video, and audio to present information, which consists of content and sometimes learning activities. Research on the use of multimedia for learning has demonstrated that learners who combine pictures and words achieve better results than those who use words alone. (Chen and Liu, 2008; Mayer, 2008)

2. Several characteristics of multimedia technology, such as integration, diversity, and interaction, enable people to communicate information and ideas through digital and print media. In this context, digital and print elements refer to multimedia-based tools and applications that provide people with information for a better understanding of concepts. (Kapi et al., 2017)
3. Indeed, the emergence of Information and Communication Technology is transforming numerous facets of human endeavours, especially the educational sector (ICT). ICT primarily uses hardware and software for digital information collection, processing, storage, presentation, and exchange. Multimedia technology is an essential component of ICT that deals with how information can be represented and presented digitally, employing various media such as text, audio, and video. (Guan et al., 2018) It combines multiple technologies to provide information in optimal formats, sizes, and packages.
4. Nevertheless, the design quality and sophistication of the multimedia application must be high enough to combine the various components of the cognitive processes to achieve the instructor's best possible mimicry when used in the classroom or for other educational purposes. Multimedia software is available on the market in a wide variety of configurations. The applications have been implemented for a variety of educational purposes, including mathematics classes, social science classes, science classes, physiology classes, physics classes, and physical education classes. (Al-Hariri and Al-Hattami 2017)
5. As a result of the exciting nature of animation, cognitive thinking and learning improves with animation. (Tech Integration in Class, 2010) Learning is enhanced by the enjoyment of a particular form of instruction; therefore, animation improves teaching effectiveness. Animation is also an effective tool for enhancing student attention in the classroom. Animated lessons can increase and maintain student interest in a class. Incorporated into the teaching process, it also enhances visual communication among students. (Tech Integration in Class, 2010)
6. The introduction of technology in the classroom resulted from the evolution of communication and the invention of new communication channels. These new avenues improve the learning and interaction platforms for students and teachers, thereby enhancing

the dissemination of knowledge. (Zimmer, 2003)

7. Multimedia tools in the classroom are a timely innovation that contributes to developing skills that students can use in the real world. (Tech Integration in Class, 2010)
8. In the current era of globalisation and information technology, many recent innovations in social media and information technology are driving the instruction of foreign languages into new directions. English is an essential communication medium worldwide, so learning it is necessary. Consequently, English has become one of the crucial school subjects. Furthermore, the variety of contexts in which English education takes place has become an integral part of English education today, including the students' ages, countries, and knowledge backgrounds.
9. "Many new developments in social media and information technologies are changing how we teach foreign languages," said Samuels (2013). It is because we live in a time of globalisation and information technology. English is a meaningful way for people worldwide to communicate, so it is essential to learn it. Because of this, English has become one of the most critical subjects in school. There is also a necessary part of English education today that has to do with age, country, and prior knowledge: the multiple perspectives.

Conclusion

Thus, this study is to measure the impact of Multimedia tools on enhancing the Listening, Speaking, Reading and Writing Skills of English language learners. The prime focus of the study is to make the language learners familiar with the technology to develop technical literacy so the students can satisfy their learning needs. Secondly, the researcher wants to create a technology-oriented environment so that the learners can execute the curriculum well. Multimedia tools are treated as support delivery tools intended to provide learners with always-on learning services and a broader context of learning opportunities; The present research paper means the language learning is not restricted to Face-to-Face classroom teaching sessions only but also can reflect and reconstruct anywhere according to the learners wish.

This research is not endeavour to study the effectiveness of the particular multimedia application; however, it is aimed at registering students' per-

ception of the Multimedia tools-oriented learning process, acceptance and implementation of technology in learning in and outside the classroom. Technology literacy is the ability to understand and use media effectively, and it includes understanding how media can be used to promote a message, learn, and grow. Therefore, the present study contributes to the knowledge concerning the use of technology by learners in higher education institutes and a new approach to technology-oriented learning and its role in complementing the Face-to-Face classroom teaching and learning process.

Multimedia Tools provide learning services and a wider context of learning opportunities, which means that language learning is not restricted to Face-to-Face classroom teaching sessions. Still, it can be reflected and reconstructed anywhere the learner wishes.

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