



THE MULTIMEDIA RESOURCES IN LANGUAGE TEACHING

Khodjayeva Naima Sharafitdinovna

*Head of the Department of Foreign Languages,
Academic Lyceum of Tashkent State University of
Economics*

nanihon@inbox.ru

Alibayeva Munisa Rustamaliyevna

*Tashkent State University of Economics
Academic Lyceum, English teacher*

munisaalibaeva20@gmail.com

ABSTRACT: *Some highlights in the contribution of Multimedia resources in teaching and learning of English language are to be outlined and the ways the Multimedia can assist in English course planning are to be examined. Use of Multimedia resources is an essential subject matter in English language education that it is presented all through this paper. In this paper we come across more discussions of Multimedia related to the teaching English language skills. Multimedia-assisted learning environments in addition to content-specific applications of Multimedia in English language skills like Listening, Speaking, Reading and Writing are to be examined. This paper will also explore the Multimedia applications and the Internet, standards for Multimedia-language students, and teaching and learning with Multimedia. Moreover I endeavour to show some English teachers and students attitude towards use of Multimedia in English language teaching. Finally the conclusions are drawn by means of the review of literature indicated.*

Key Words: *Multimedia Resources, Language Teaching, Skills Learning, Media, Computer.*

INTRODUCTION

The spread and development of English Language around the world, English as a second language in India, enjoys prestige and authority of the first language in India. Technology is one of the most significant drivers of both social and linguistic change. Technology can solve problems at a stroke, and in general makes areas of life easier, more entertaining or more efficient. Graddol (1999) states that, "Technology lies at the heart of the globalization process; affecting educational work and culture". Since there are more and more English learners in India, different teaching methods have been implemented to test the effectiveness of the teaching process. One method involves the use of multimedia in the learning of English language. Technology is utilized for the upliftment of modern styles; it satisfies both visual and auditory senses of the students. According to David Graddol, "It is the language at the leading edge of scientific and technological development, new thinking in economics and management, new literatures and



entertainment genre.”

With the rapid development of science and technology, the emerging and developing of multimedia technology and its application to teaching, featuring audio, visual, animation effects come into full play in English teaching class and sets a favourable platform to reform and to explore on English teaching model in the new era. “The rapidly developing technology of the English speaking countries has made British and American television and radio programmes, films, recordings and books readily available in all but the most undeveloped countries,” (Broughton et al, 3). It is proved that multimedia technology plays a positive role in promoting activities and initiatives of student and teaching effectively in the classroom.

Technological innovations have gone hand-in-hand with the growth of English and are changing the way in which we communicate. “Printed core materials, it was felt, would survive, but the demand for ‘a better fit’ meant that the variety of add-ons would grow, and as technology developed and became more available these supplements would be increasingly available online” (David Block, 165). Although nothing can fully replace an experienced teacher, technology has done much to assist teachers in their efforts in the classroom. There are many techniques applicable in various degrees to language learning situation. The teaching principle should be to appreciate new technologies and functions where they provide something decisively useful and never let machines take over the role of the teacher.

MULTIMEDIA

Multimedia is the combination of different content forms. It includes a combination of text, audio, still images, animation, video, or interactivity content forms. It is usually recorded and played, displayed, or accessed by information content processing devices, such as computerized and electronic devices, but can also be part of a live performance. Multimedia provides a complex multi-sensory experience in exploring our world through the presentation of information through text, graphics, images, audio and video, and there is evidence to suggest that a mixture of words and pictures increases the likelihood that people can integrate a large amount of information. Students learn best by seeing the value and importance of the information presented in the classroom.

MULTIMEDIA LEARNING PROCEDURE:

A cognitive theory of multimedia learning has been presented by researchers which is based on three assumptions suggested by cognitive science



research about the nature of human learning — the dual channel assumption, the limited capacity assumption, and the active learning assumption. The dual channel assumption is that humans possess separate information processing systems for visual and verbal representations. For example, animations are processed in the visual/pictorial channel and spoken words (i.e., narrations) are processed in the auditory/verbal channel. The limited capacity assumption is that the amount of processing that can take place within each information processing channel is extremely limited. In addition, the learner may convert some of the spoken words into verbal representations for further processing in the verbal channel whereas some of the animation can be converted into visual representations for further processing in the visual channel. The learner must select relevant aspects of the incoming images for further processing. The second set of processes is to build a coherent mental representation of the verbal material (i.e., form a verbal model) and a coherent mental representation of the visual material (i.e., form a pictorial model). These processes are called organizing. A third process is to build connections between the verbal and pictorial models and with prior knowledge. These processes are called integrating. The processes of selecting, organizing, and integrating generally do not occur in a rigid linear order, but rather in an iterative fashion. Once a learning outcome has been constructed, it is stored in long-term memory for future use. According to the cognitive theory of multimedia learning, meaningful learning depends on all three of these processes occurring for the visual and verbal representations. According to this theory, learners can engage in active learning (such as the processes of selecting, organizing, and integrating) even when the presentation media do not allow hands-on activity (such as printed text and illustrations, or animation and narration).

The challenge of multimedia instructional design is to prime and guide active cognitive processing in learners so that learners construct meaningful internal representations.

JUSTIFICATION FOR USING MULTIMEDIA:

Why would any teacher want to use multimedia materials in the classroom? With the availability of improved technology, teachers who saw themselves as —hip, cool, and hi-tech quickly incorporated the new tools, correctly perceiving that slick multimedia presentations have a certain amount of entertainment value for learners. “The use of video in the classroom also provided extra stimulation and photocopiers (or Xerox machines as they used to be known) allowed content to be



quickly reproduced and distributed” (Chin Paul, 5). Several studies show that computer-based multimedia can improve learning and retention of material presented during a class session or individual study period, as compared to—traditional lectures or study materials that do not use multimedia. The potential pedagogical value and rationale for using classroom media in these three points are as follows:

To raise interest level – students appreciate (and often expect) a variety of media.

To enhance understanding – rich media materials boost student comprehension of complex topics, especially dynamic processes that unfold over time.

To increase memorability – rich media materials lead to better encoding and easier retrieval Relationship between Multimedia and Language Teaching.

The most common function of multimedia and internet is to assist the teacher their association is as follows. Promote Interaction between Teachers and Students the use of multimedia to carry out discovery, discussions and instructions to change the role of teacher in teaching and arrange students to participate appropriately; educators change from the messenger of informational instruction to the operator of instruction.

Help Teachers to teach suitably the use of multimedia enables the teachers to have more flexibility and change while teaching and the development of multimedia enables the teachers to understand the learning types and differences of students when while teaching.

Promote Students’ Study Capacity the learners can practice themselves through multimedia repeatedly to train their ability to react and this is not restricted by time and space; therefore, they could learn by themselves to obtain limitless learning capacity besides the limited teaching time.

Blend the Multimedia Design with diverse Teaching Materials. Multimedia could combine the picture, animation, sound, and text to assist learners, where the picture or animation could offset the deficiency of text and sound could allow the learners to experience the real scenario, which is favourable to the learning of language.

USE OF GRAPHICS AND PRESENTATIONS IN ENGLISH LANGUAGE TEACHING

Some graphics software like Microsoft PowerPoint can tremendously improve



many of the presentations language instructors use in teaching. In the recent times, “the English teachers considered Power Point to be a simple multi-media application that encourages the students to study set texts analytically” (Goodwyn, 63). Such software graphics packages allow teachers as well as students to copy and create images, set the timing of material, formulate charts and graphs and make excellent visual presentations in English language classrooms. These graphics and presentations can help teachers to organize his content and place it in a dynamic format for an effective teaching. On the other hand, flashy graphics are no substitute for a well—rehearsed presentation. During presentation, the text presented on the Overhead Projector screen must also support the material presented orally.

PEDAGOGICAL RELEVANCE IN THE USE OF MULTIMEDIA IN LANGUAGE LEARNING

At present the main concern is all about the use of Multimedia to improve language teaching and learning. In fact there is no correlation between the learning language and using the language in a real situation in day to day life. Many language experts stated that schools need to move beyond the emphasis on subject content required by the present language students and focus more on 21st century dominant themes, like use various Multimedia resources and information and communication technology in teaching and learning.

CONCLUSION:

Teachers can incorporate multimedia learning into their classroom by identifying the learning styles of each of their students, matching teaching methods to learners’ multimedia learning for difficult tasks, strengthening weaker learners’ multimedia learning through easier tasks and drill, and teaching students, selection of learning strategies. Multimedia offers teachers enormous opportunities for making learning and teaching environment meaningful and effective. The one of the ultimate goals of multimedia language teaching is to promote students’ motivation and learning interest, which can be a practical way to get them involved in the language learning. Therefore, it promises that the teaching quality will be improved and students’ applied English skill scan is effectively cultivated, meaning that students’ communicative competence will be further developed. This process can fully improve students’ ideation and practical language skills, which is helpful and useful to ensure and fulfil an effective result of teaching and learning Technology is not a proxy for time and money - it needs to work effectively. A



teacher cannot be a substitute of technology and hence he must not compromise his positive role in the classroom while using technological aids in the classroom.

References

1. Chin, Paul. Using C & IT to Support Teaching. London and New York: Routledge. 2004.
2. Print.
3. Clyde, William and Delohery, Andrew. Using Technology in Teaching. New Haven and London: Yale University Press, 2005. Print.
4. Broughton, Geoffrey, et al. Teaching English as a Foreign Language. London and New York: Routledge. 1980. Print.
5. Block, David and Cameron, Deborah, Ed. Globalization and Language Teaching. London and New York: Routledge. 2002. Print.
6. Erben, Tony and Ban, Ruth. Teaching Language Learners through Technology. New York and London: Routledge, 2009. Print.
7. Goodwyn, Andrew, Ed. English in the Digital Age – Information and Communications Technology and the Teaching of English Language. London and New York: Cassell, 2000. Print.
8. Field, Kit, Ed. Issues in Modern Foreign Languages Teaching. London and New York: Routledge. 2000. Print.