

Vol II Issue V Nov 2012

Impact Factor : 0.1870

ISSN No :2231-5063

Monthly Multidisciplinary Research Journal

Golden Research Thoughts

Chief Editor
Dr.Tukaram Narayan Shinde

Publisher
Mrs.Laxmi Ashok Yakkaldevi

Associate Editor
Dr.Rajani Dalvi

Honorary
Mr.Ashok Yakkaldevi

IMPACT FACTOR : 0.2105

Welcome to ISRJ

RNI MAHMUL/2011/38595

ISSN No.2230-7850

Indian Streams Research Journal is a multidisciplinary research journal, published monthly in English, Hindi & Marathi Language. All research papers submitted to the journal will be double - blind peer reviewed referred by members of the editorial Board readers will include investigator in universities, research institutes government and industry with research interest in the general subjects.

International Advisory Board

Flávio de São Pedro Filho Federal University of Rondonia, Brazil	Mohammad Hailat Dept. of Mathematical Sciences, University of South Carolina Aiken, Aiken SC 29801	Hasan Baktir English Language and Literature Department, Kayseri
Kamani Perera Regional Centre For Strategic Studies, Sri Lanka	Abdullah Sabbagh Engineering Studies, Sydney	Ghayoor Abbas Chotana Department of Chemistry, Lahore University of Management Sciences [PK]
Janaki Sinnasamy Librarian, University of Malaya [Malaysia]	Catalina Neculai University of Coventry, UK	Anna Maria Constantinovici AL. I. Cuza University, Romania
Romona Mihaila Spiru Haret University, Romania	Ecaterina Patrascu Spiru Haret University, Bucharest	Horia Patrascu Spiru Haret University, Bucharest, Romania
Delia Serbescu Spiru Haret University, Bucharest, Romania	Loredana Bosca Spiru Haret University, Romania	Ilie Pintea, Spiru Haret University, Romania
Anurag Misra DBS College, Kanpur	Fabricio Moraes de Almeida Federal University of Rondonia, Brazil	Xiaohua Yang PhD, USA
Titus Pop	George - Calin SERITAN Postdoctoral Researcher	Nawab Ali Khan College of Business Administration

Editorial Board

Pratap Vyamktrao Naikwade ASP College Devrukh,Ratnagiri,MS India	Iresh Swami Ex - VC. Solapur University, Solapur	Rajendra Shendge Director, B.C.U.D. Solapur University, Solapur
R. R. Patil Head Geology Department Solapur University, Solapur	N.S. Dhaygude Ex. Prin. Dayanand College, Solapur	R. R. Yaliker Director Managment Institute, Solapur
Rama Bhosale Prin. and Jt. Director Higher Education, Panvel	Narendra Kadu Jt. Director Higher Education, Pune	Umesh Rajderkar Head Humanities & Social Science YCMOU, Nashik
Salve R. N. Department of Sociology, Shivaji University, Kolhapur	K. M. Bhandarkar Praful Patel College of Education, Gondia	S. R. Pandya Head Education Dept. Mumbai University, Mumbai
Govind P. Shinde Bharati Vidyapeeth School of Distance Education Center, Navi Mumbai	Sonal Singh Vikram University, Ujjain	Alka Darshan Shrivastava Shaskiya Snatkottar Mahavidyalaya, Dhar
Chakane Sanjay Dnyaneshwar Arts, Science & Commerce College, Indapur, Pune	G. P. Patankar S. D. M. Degree College, Honavar, Karnataka	Rahul Shriram Sudke Devi Ahilya Vishwavidyalaya, Indore
Awadhesh Kumar Shirotriya Secretary, Play India Play (Trust),Meerut	Maj. S. Bakhtiar Choudhary Director,Hyderabad AP India.	S.KANNAN Ph.D , Annamalai University,TN
	S.Parvathi Devi Ph.D.-University of Allahabad	Satish Kumar Kalhotra
	Sonal Singh	

**Address:-Ashok Yakkaldevi 258/34, Raviwar Peth, Solapur - 413 005 Maharashtra, India
Cell : 9595 359 435, Ph No: 02172372010 Email: ayisrj@yahoo.in Website: www.isrj.net**



THE USE OF MULTI – MEDIA IN ENGLISH LANGUAGE TEACHING

ARVIND VASANTRAO DESHMUKH

Asst. Professor, Dept. of English
G. V. Tonpe Arts, Commerce and Science College,
Chandur bazar, Amaravati

Abstract:

Multimedia teaching method has been used in college English teaching wider and wider. It has contributed a lot to higher teaching quality. Chalk and Talk teaching method is not enough to teach English effectively. We should change our teaching ideas and recognize its impersonal attribute as one kind of teaching method. Thus we can utilize modern education technology reasonably to fulfill the target of college English teaching.

KEY-WORDS:

Multi-Media, English Language, English Teaching, Language, Teaching, Teaching Method.

INTRODUCTION

The four main contents of the 21st century's education brought forward by UNESCO (United Nations Educational, Scientific, and Cultural Organization) are: the new generation should learn how to know; learn how to do; learn how to live together; learn how to be. According to the college English teaching requirement constituted by Ministry of Education, the teaching target of college English is to cultivate the students' comprehensive capabilities to use English, especially the listening comprehension and oral expression ability. At the same time, we should enhance their self-study ability and comprehensive cultural qualities to meet the need of our country's economic development and international exchanges.

DEFINITION

Multimedia is the exciting combination of computer hardware and software that allows you to integrate video, animation, audio, graphics, and text resources to develop effective presentations on an affordable desktop computer.

PROBLEMS FACED DURING THE ENGLISH LANGUAGE TEACHING CLASSES

1. The Current Status of Multimedia Teaching Method in College English Teaching

College English teaching is to set up a harmonious and high-effective teaching atmosphere in the English class to make students take part in the practice. Thus we can cultivate their listening, speaking, reading and writing abilities, which are the final teaching aim—developing the students' English intercommunicative ability. Here we have some questions. What is missing in our college English class? What do we want most? What is the most difficult? What problem do our teachers want to solve when using modern information technology? Of course, the answer is not the grammar, nor the word differentiation,

Title : THE USE OF MULTI – MEDIA IN ENGLISH LANGUAGE TEACHING
Source:Golden Research Thoughts [2231-5063] ARVIND VASANTRAO DESHMUKH yr:2012 vol:2 iss:5

but the real language and the real language atmosphere. Because of the powerful functions of the computer, multimedia teaching method has many advantages such as modularization, intelligence and networking which will be very helpful to college teaching method. The interaction and intelligence of the multimedia courseware become good medicine for mute English students. With the powerful functions of the multimedia computers, students can talk with the virtual characters set by the computer. At the same time, students can correct their own mistakes according to the judge of the computers, which is beneficial to improve their ability of communication.

SIGNIFICANCE IN MULTIMEDIA TEACHING

2. Relationship between the Qualities of the College English Teachers and Multimedia Teaching

The time when computers have become popular in China is not long, so the college English teachers haven't used them for a long time. Many young teachers can use them by training or self-study. They are lecturers or bachelors and they have very short teaching experiences. All the above restrict the multimedia teaching method from becoming popular in college English teaching. Moreover, many men of insight have realized that our country should make innovation to the College English Test Band 4 and Band 6 because these exams have affected the normal English teaching. After doing that, teachers can be more active in the teaching and carry out effective quality education. Otherwise the product of our education—the students, will become incompetent with high scores.

SCOPE AND LIMITATIONS

3. Misunderstandings and Disadvantages of Multimedia Teaching in College English Teaching

Constructivist learning theory thinks that learners can't get real knowledge by being taught, but by constructing meaning under a certain social cultural background with others' help. Of course, necessary study material is needed. Under constructive study environment, teaching design should include not only the teaching target analysis but also creating a certain scene suitable for learners to study. We can say that multimedia teaching method is brought to bear in college English teaching and become a good tool of creating such a study scene. But it's a pity that in actual teaching college teachers have some misunderstandings to multimedia English teaching.

3.1 Teachers attending to trifles and neglecting the essentials, and English classroom becoming a demonstrating hall of computer functions

In order to prevent the students' taste tiredness, teachers have made great efforts to design flowery and fancy courseware, but they have neglected the cognitive laws. They didn't consider these factors very well such as teaching aim, teaching object, teaching content and teaching measures. Students roam about in the courseware, and teachers press the mouse on the platform ceaselessly. There is no essential distinction between such kind of class and traditional teaching; sometimes the former is not as good as the latter.

3.2 Teachers depending on multimedia teaching method excessively and neglecting its auxiliary teaching function

In English teaching, some teachers adopt multimedia teaching method without exception no matter what the teaching contents are. They haven't realized that multimedia teaching method is only an auxiliary one, and it is not the whole of the college English teaching.

3.3 Some teachers being impercipient to multimedia teaching method

Because the change of teaching ideas couldn't be finished in one day, some teachers are impercipient to the courseware. Influenced by the traditional habits and ideas, they use old bottles for new wine and put all the study material into the courseware. So their courses lack persuasion and the qualities are not so good.

METHODOLOGY IN TEACHING MULTIMEDIA

4. Some Suggestions on Multimedia Teaching in College English Teaching

4.1 Teachers should change their ideas of using multimedia teaching

The modernization of teaching media is not equal to teaching optimization. The determinant of teaching optimization doesn't rely on using whichever media but the education conception. An educationist said: "If a teacher uses undeveloped teaching idea and methods even though he uses modern teaching media, we can say that the students are infused by teacher and computer together instead of teacher." No

matter how powerful the modern education technology is, it is only a kind of technology, and it only provides a kind of possibility. It isn't catholicon for all the diseases and we can't depend on it excessively, otherwise we will lose go-aheadism. We should scan each role of teacher and students in class again. Students are the main body and teachers are mentors. The reason why a good teacher teaches well is that he can inspire the students' strong study desire and arouse their study interest. Even though this is still the teaching of a teacher, it is different essentially. The essential difference is that a good teacher has concretized his teaching into the students' study. So we can draw a conclusion that the change of a teacher's idea is far more important than a kind of teaching method.

4.2 We should devote major efforts to developing multimedia teaching mode based on network circumstance

With the popularity of computers and the continuous development of English teaching software, multimedia teaching mode based on network circumstance will certainly become the main teaching method of college English teaching. The former teaching method depends on a book, a piece of chalk and a tape recorder, and the teacher's main teaching aim in class is to impart language knowledge. Nowadays, English teaching based on network circumstance brings the advantage of network into full play, and its main aim is to impart language knowledge, Study methods and application skills. So the students' interest of self-study English will be strengthened, their ability of speaking and listening to English will be also heightened.

Statistical report

STATISTICS OF THE DATA

From the questionnaires statistics of data is mentioned below:

(71.5%) students consider that multimedia courseware can increase the input quantity of target language; (28.5%) consider that it cannot. (68%) students consider that multimedia teaching can improve their study interest; (32%) consider that their study interest has not been improved. (78.5%) consider that multimedia teaching can improve their innovative sense; (21.5%) students consider that it cannot. (60.5%) students consider that multimedia teaching can develop their abilities of exploring learning; (39.5%) consider that it cannot. (46%) students consider that there is a good effect to use multimedia courseware to have lesson; (41.5%) students consider that the effect is common; and (12.5%) students consider that the effect is not good. (44.5%) consider that the aim of using online multimedia courseware continuously is consolidate the classroom

knowledge after class; (67.5%) students consider that its aim is reading the other correlative materials in internet subjects; (63%) students consider that its aim is to look for more correlative knowledge actively; students consider that its aim is to learn analyze and sum up the materials and to improve the capacity of handling information; and (14%) students have other aims. (34%) students consider that classroom teaching and learning to use multimedia courseware and internet courseware should focus on developing students' memory abilities; (63%) students consider that it should focus on developing students' analysis abilities; (43.5%) consider that it should focus on developing students' imagination abilities; (58.5%) students consider that it should focus on developing students' creation abilities; (19.5%) students consider that it should focus on developing students' other abilities. Through multimedia teaching, (29%) students discover that they have trained and improved their abilities to new lessons in autonomic learning; (61%) students discover that they have trained and improved their abilities in searching, processing, dealing with and communicating information; (39%) students discover that they have trained and improved their abilities in analyzing, handling and solving problems; (44.5%) students discover that they have trained and improved their abilities in autonomic learning; (22.5%) students discover that they have trained and improved their abilities in creation; (9%) students discover that they have trained and improved their abilities in other aspects.

CONCLUSION

In a word, multimedia teaching method belongs to computer-aided instruction in substance, and we can heighten efficiency substantially, which is a kind of trend. We should make best use of its advantages and bypass its disadvantages. Of course it can't replace all other teaching methods and we can apply several methods together in one class. Only under the background of quality education can we use advanced educational theory and we can fulfill the target of college English teaching by utilizing modern education technology reasonably.

RECOMMENDATIONS

First, the choice of appropriate computer software that fits into the setting of a multimedia lab is one of the keys to success. They are still very helpful teaching tools in a multimedia lab. However, the medium of teaching ought to go along with the computers. The other dimension that should be taken into consideration is that the teaching tool is also different in a multimedia lab. Chalks and blackboard are obsolete. The computer is the most appropriate teaching tool in a multimedia lab. Accordingly, using computer software in a multimedia lab should be fun and interactive.

Second, orientation is import. The problems come from two aspects. One is the computer software itself. One extra job that students have to do is to learn how to manipulate the computer software. For the first few weeks, students have to become familiar with the manipulation of the computer software so that they can begin to make use of the software. Teachers should be aware of the possible frustration resulting from the unfamiliarity of computer software. The student's difficulties in the manipulation of the software usually undermine the students' interest in the class. The computer software is completely new to students. Consequently, negative interactions between students and the computer proved to be very frustrating for most students.

Finally the teacher assistance should help them smooth out the difficulty and they will be very glad to engage in all communicative activities based on the computer software. In a multimedia lab, the management demands not only the fundamental knowledge of computer, but also the advanced the knowledge of computer, which is almost impossible for the majority of English teachers. In other words, you need to be familiar with the computer software you are using in the class, answer students' technical questions, and diagnose the temporary shut-down of computer. In comparison with the work in a traditional classroom, managing a conversation class under the communicative framework in a multimedia lab is relatively demanding.

REFERENCES

- Adair-Hauck, B., Willingham-McLain, L., & Youngs, B. E. (1999). Evaluating the integration of technology and second language learning. *CALICO Journal*, 19(2), 269-306.
- Ahmad, K., Corbett, G., Rogers, M., & Sussex, R. (1985). *Computers, language learning, and language teaching*. Cambridge: Cambridge University.
- Alatis, J. E. (1986). Technology is good, but humanity is better. *CALICO Journal*, 3(4), 6-10, 48.
- Chapelle, C. A. (2001). *Computers applications in second language acquisition: Foundations for teaching, testing and research*. Cambridge: Cambridge University Press.
- Darhower, M. (2002). Instructional features of synchronous computer-mediated communication in the intermediate L2 class: A sociocultural case study. *CALICO Journal*, 19(2), 249-278.
- Donaldson, R. P., & Kotter, M. (1999). Language learning in cyberspace: Teleporting the classroom into the target culture. *CALICO Journal*, 16(4), 531-557.
- Fleta, B. M., Sabater, C. P., Salom, L. G., Guillot, C. P., Monreal, C. S., & Turney, E. (1999). Evaluating multimedia programs for language learning: A case study. *ReCALL*, 11(3), 50-57.
- Gass, S. M. (2003). Input and interaction. In C. J. Doughty & M. H. Long (Eds.), *The handbook of second language acquisition* (pp.224-255). Malden, MA: Blackwell Publishing Ltd.
- Goodwin-Jones, B. (2004). Emerging technologies, language in action: From webquests to virtual realities. *Language Learning & Technology*, 8(3), 9-14

Publish Research Article International Level Multidisciplinary Research Journal For All Subjects

Dear Sir/Mam,

We invite unpublished research paper.Summary of Research Project,Theses,Books and Books Review of publication,you will be pleased to know that our journals are

Associated and Indexed,India

- * International Scientific Journal Consortium Scientific
- * OPEN J-GATE

Associated and Indexed,USA

- EBSCO
- Index Copernicus
- Publication Index
- Academic Journal Database
- Contemporary Research Index
- Academic Paper Databse
- Digital Journals Database
- Current Index to Scholarly Journals
- Elite Scientific Journal Archive
- Directory Of Academic Resources
- Scholar Journal Index
- Recent Science Index
- Scientific Resources Database

Golden Research Thoughts
258/34 Raviwar Peth Solapur-413005,Maharashtra
Contact-9595359435
E-Mail-ayisrj@yahoo.in/ayisrj2011@gmail.com
Website : www.isrj.net