

Effect of Multi Media Materials on ELT

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Abstract:

Teachers bring only materials, such as periodicals, newspapers, articles, recipes, city maps, etc., into language classes today. However, modern multimedia technology makes it possible to find more resources. With multimedia technology, students can use web-based search engines to access remote libraries, find literature on specific themes, send, and receive messages, debate, and discuss issues, and ask for assistance. It demonstrates how cutting-edge multimedia technology, be a crucial tool for language learning and teaching. Learners can engage in a variety of language exercises. They are a valuable tool for grammar exercises, reading comprehension tests, academic and non-academic writing, debate, discussion, vocabulary development, articles on fashion and sports, job search advice, information on studying abroad, language translation, and other topics. As a result, students work on their speaking, listening, reading, and writing skills and investigate subjects that interest them. Learning thus becomes more engaging.

The current study's primary goal is to investigate attitudes about and practices around multimedia materials (MMM) and the situation of MMM in Andhra Pradesh's Technical Institutions. Both professors and students who use multimedia resources to teach and learn English in a language lab are MMM users. Teachers and students who do not use MMM have limited access to language teaching and learning.

Statistical methods were utilized in the study to compare the mean scores of two groups, i.e., teachers and students who used MMM and those who did not, using mean (M) difference, standard deviation (SD), 't'-value, P-value for statistical analysis, and regression analysis. The findings indicate that students who use MMM have more favorable opinions towards using multimedia materials than those who do not. The length of time spent studying English was strongly connected with the use of multimedia, and 96% of the variance in multimedia use predicted success in speaking English.

Keywords: English, Multimedia, Technology, Language, Learning, Translation, Teachers, Students.

Introduction:

English has quickly and widely spread worldwide, and as a result, it is now a crucial language for communication between speakers of other cultures and tongues. Compared to a few decades ago, English language today enjoys a significantly higher status in India. The Indian educational system includes a significant portion of its curriculum in English. Both academic and nonacademic industries are seeing an increase in English language learners. To achieve effectiveness in English language teaching, various teaching strategies, methods, and materials have been used (ELT). "...technology has become an integral component of society that helps pupils see the wider picture of the world and not only what schools and

professors teach them in their classrooms," asserts Rana (2013). Traditional language instruction is being rapidly replaced by multimedia technology.

Why not use technology to teach students when everything currently is tech-oriented? Using computers, multimedia projectors, and other audiovisual equipment in language classrooms can increase their vibrancy and efficiency. Teachers should understand the importance of multimedia in the classroom to raise student achievement. There are better ways to teach it than how it is taught now. Although many teachers know their value, they are optional to use modern facilities. Teachers can now incorporate new technology into their lessons to see if they are more successful than the conventional approach to teaching English because of the technologies' rapid growth and availability.

English language teachers now face a variety of obstacles and duties as a result of modern technology. With the impressive development and widespread use of modern technological aids like computer-assisted multimedia technologies, the approach to teaching English as a second language has undergone significant change. Because multimedia technology possesses qualities that engage and capture language learners' attention, computer-based multimedia provides a wide range of alternatives for making language education dynamic, engaging, fruitful, and meaningful (Pun, 2013).

With the help of multimedia, students can integrate and pursue their interests-based learning. It has been proved via numerous research on instructional multimedia materials that they are a generally recognized tool for English Language Teaching (ELT) at the worldwide level in general and in the Indian setting. To summarize, multimedia is being used more and more in language classrooms to satisfy the demands of ESL students and advance current methods of language teaching and learning (Pun, 2014).

According to the cognitive theory of multimodal learning, the three processes that take place for verbal and visual representations are necessary for meaningful learning. Meaningful learning is more likely to occur when teaching strategies support and encourage these processes. According to this approach, although presenting mediums do not provide hands-on action, learners can nevertheless engage in active learning (such as choosing, organizing, and summarizing) (such as printed text and illustrations or animation and narration). The difficulty in creating multimedia education is in priming and directing learners' active cognitive processing so that they can create helpful internal representations.

Need and Significance of the study

In general, multimedia technology comprises text, audio, still images, animation, video, and interactive materials. A passive receiver of knowledge can participate actively by introducing interactive multimedia technologies to the teaching and communication environment. It is simply information elements and media materials that use several information processing techniques, such as text, audio, graphics, animation, video, and interactivity, to exchange knowledge, provide people with information, and amuse them (Agnew, Kellerman, & Mayer, 1996). Multimedia presentations include text, images, video, animation, and speech, according to the concept often used in educational settings called Computer Assisted Language Learning. Therefore, given the use of technology in the teaching and learning process, the call should not be disregarded (Zen, 2016). When defining multimedia, it is crucial to incorporate a variety of

media, at least one of which needs to be active. Currently, one of the active multimedia examples is web pages (Syed, 2002).

Many courses have effectively included multimedia to offer a variety of learning styles or methodologies. Learning styles are characterized as distinctive cognitive, affective, and physiological responses that are broadly consistent indications of how students view, engage with, and react to the learning environment. Students learn better in an atmosphere that matches their preferred learning style (Sankey, 2006). Although most students are multimodal, each learner has a preferred learning style, such as visual, aural, reading/writing, or kinesthetic (use a combination of these methods). A more inclusive curriculum that involves visual, auditory, and kinesthetic learners and eliminates performance gaps between students due to different learning styles can be developed using multimedia. Students have been encouraged to adopt a more adaptable learning style by presenting material in several ways (Morrison, Sweeney, & Heffernan, 2003).

Greater interactivity and new ways of approaching a learning task are made possible by switching from a book to a computer. With the help of technology, concepts may now be represented in more varied media formats. These technological advancements necessitate pedagogical research to determine whether these novel activities are effective at promoting learning. Learning, memory, communication, and inference all enhance when students access diverse representations (Rogers & Scaife, 1996). According to Kozma (1991), instructional techniques that teach, apply, or model cognitive tasks pertinent to the job and situation will help students the most. If students can participate in or supply the activities suggested by this representational medium, they will learn more (Kozma, 1991). It is more crucial to give the student solid structure and information than the interactivity and animation that modern media can offer. Not new media or representational modalities, but good instructional content and structure are necessary for comprehension and learning. When the information offered is complementary and specific to each presentation, words and images work well together. Making connections from various representations depends on the task's specific requirements, the presentation method, and the interrelationships between multimodal components (DuBois & Viall, 2000).

Research Methodology

For this study, a descriptive research design was adopted. This research methodology focuses on describing, and exploring the present state, problems, and relationships. Through this study, the researcher was able to investigate how students and teachers currently use multimedia materials concerning technology, whether they are multimedia users or not.

Participants

The study participants consisted of 1st-year Polytechnic students of Aditya College of Engineering & Technology, JNTU(K). The sample comprises MMM users and non-MMM user students. For the study, 80 students were selected.

Objectives:

1. To determine the difference between Multimedia Materials (MMM) User Students and Non-Multimedia Materials (Non-MMM) User Students in their English Language achievement.

2. To study the relationship between Multimedia Materials (MMM) using time and students' achievement in English Language.
3. To determine the significant predictors of Multimedia Materials (MMM) using time students' achievement in English Language.

Hypothesis-1

H0: There is no significance difference between MMM users and Non-MMM user students of English language.

Table 1. Comparison of Mean scores of practices among the MMM users and Non-MMM user students of English language

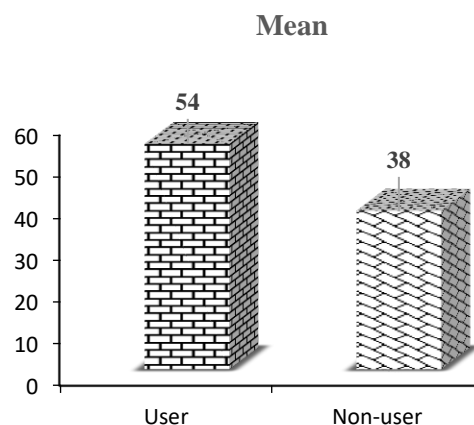
Variables	MMM	N	Mean	S. D	DF	t-value	p-value
Practices	User	40	54	6	72	10.12*	0.000
	Non-user	40	38	8			

*Significant at 0.05 level.

Interpretation:

Table 1 shows a substantial learning difference between English language learners who use multimedia materials and those who do not ($t=10.12, p=0.000 < 0.05$). The findings indicate that MMM users exhibit more favorable behaviors when using multimedia resources than non-multimedia users. Additionally, the statistics above showed that MMM users use multimedia resources more frequently than non-users to learn English it concludes that there is appreciable difference between students who utilize MMM and those who do not believe in how they use multimedia resources to learn English.

Fig.1 Comparison of Mean scores of practices among the MMM users and Non-MMM user students of English language



Objective -2 To study the relationship between Multimedia Materials (MMM) using time and students' achievement in English Language.

Table 2. r Values between the Multimedia Materials (MMM) using time and Students Achievement in English Language.

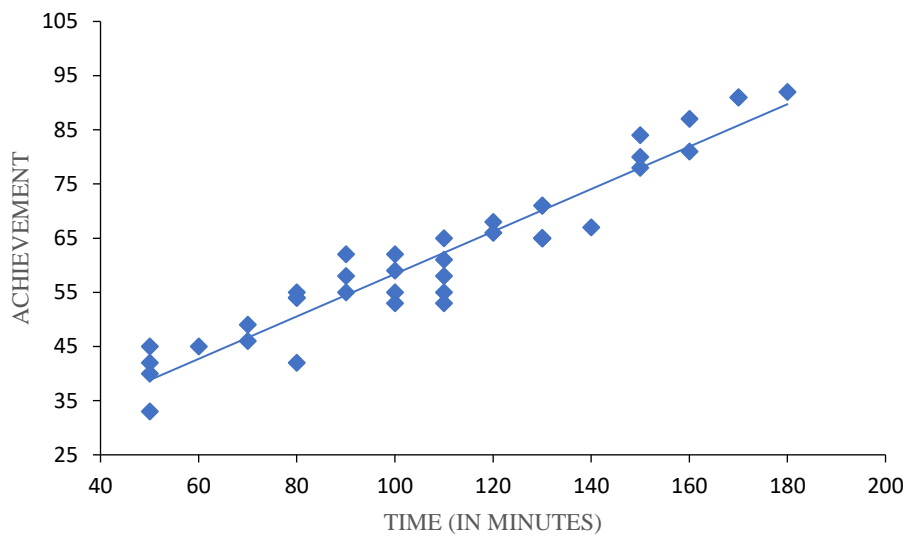
Practices	Correlation	Achievement
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MMM Practice time	Pearson Correlation	0.9528*
	p-value	0.000
	N	80

*Significant at 0.01 level of significance

The above table 2 shows the values of coefficient of correlation between Multimedia Materials (MMM) using time and Students Achievement in English Language. Coefficient of correlation is **0.9528** which is significant at 0.05 level of confidence. Therefore, there is a significant relationship between Multimedia Materials (MMM) using time and Students Achievement in English Language.

Fig. 2 Significant correlation between Multimedia Materials (MMM) using time and Students Achievement in English Language



Objective -3

To determine the significant predictors of Multimedia Materials (MMM) using time students’ achievement in English Language.

Table 3 Values of R, R Square, Adjusted R Square and F Values between Dependent and independent variables

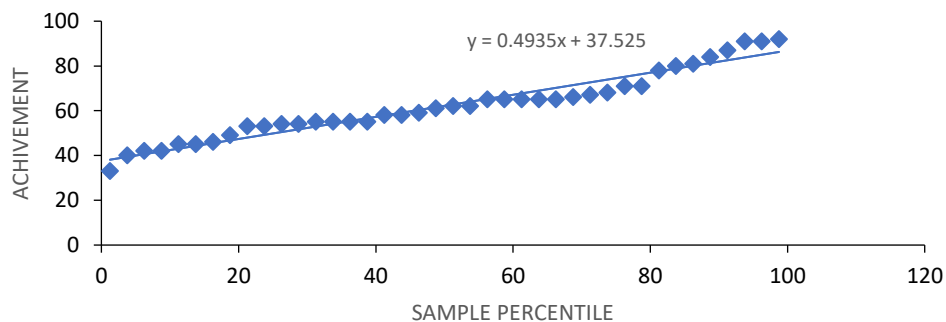
Dependent Variable	Regression Equation	R	R ²	Adjusted R ²	F Value
Achievement	37.525+ 0.4935 * Practice time	0.952	0.907	0.905	374.78*

* Significant at 0.05 level of significance

Interpretation:

The R value for Practice time 0.952 and R² is 0.907 which shows that 90.7% variance in practice time is predicting the achievement (English Language). The F-value was found out to be 374.78, which is significant at 0.05 level of confidence.

FIG.3 Probability Plot



Findings:

1. There are appreciable differences between students who utilize MMM and those who do not believe in how they use multimedia resources to learn English.
2. There is a significant relationship between Multimedia Materials (MMM) using time and Students Achievement in English Language.
3. The 90.7% variance in practice time is predicting the achievement (English Language)

Educational Implications:

1. Multimedia learning tools help students improve their communication and soft skills while increasing their interest in learning a language.
2. The use of multimedia technology is growing to improve students' information and knowledge of multicultural sensitivity.
3. MMM makes learning engaging and effective.
4. They support the growth of teacher-student interaction.
5. Additionally, technology allows for flexible course content.

Suggestions:

1. To employ course materials as visual teaching aids, teachers should ask students to create and gather pertinent course materials following the subject's theme.
2. To help students overcome their fear, uneasiness, and shyness when speaking in English, teachers should recommend that they watch inspirational talks on YouTube.
3. Teachers and students should receive free introductory training in computer-assisted language teaching and learning from the federal and state governments.
4. Instructional material development for computer-assisted language learning should be taught to pre-service and in-service instructors (CAL).
5. Even during regular classroom hours, departments and institutions should allow free access to the multimedia language lab.

Conclusion:

The most recent technology is in high demand right now. We will inevitably use multimedia technology to meet our personal, cultural, social, economic, and political development demands. In terms of technological advancement, the Internet and multimedia in English instruction will advance. Although shorter in duration, the English learning method is more student-centered. As a result, it guarantees to raise

teaching standards and effectively raise students applied English proficiency scores, which means that their communication skills will grow. Students' emotional intelligence and pragmatic language abilities are greatly enhanced through this procedure, which helps to guarantee and fulfil the successful completion of teaching and learning.

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