

DEVELOPMENT OF MULTIMEDIA TEACHING MATERIALS AND ONLINE RESOURCES IN FOREIGN LANGUAGES AND THEIR IMPLEMENTATION IN THE EDUCATIONAL PROCESS

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ABSTRACT

This paper aims to analyze the use of technology to English language teaching in the non-native speaking countries and to bring out the problems faced by both teachers and learners of English. The rapid development of science and technology such as multimedia technology has offered a better tool to explore the new teaching method. In fact, multimedia technology has played an important role in English language teaching, especially, in the non-native speaking of English situations. It also aims to make non-native speakers of English as language teachers aware of the strategies to use it in the effective manner.

Keywords: Multimedia Resources, Language Teaching, Skills Learning, Media, Computer

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 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 [1]. Advantages of multimedia design compared to using a single medium might result from the ability to choose among media to present wellstructured information [2], using more than one representation to improve memory [3], encouraging active

processing [4], and presenting more information at once [5]. Students learn best by seeing the value and importance of the information presented in the classroom. If the students are not interested in the material presented, they will not learn it. In order to achieve the ultimate goal of student learning it is important to use a combination of teaching methods and to make the classroom environment as stimulating and interactive as possible.

According to [6], a percentage of language educators cling to the transmission model, which emphasizes the teachers' responsibility of conveying the knowledge and correcting the errors. In this model, students are just to receive and store information taught in the class. As a result of this practice in recent years, more students tire of this teacher-centered model of English learning and complain that the English class is very boring and monotonous and they want something new and different. One attempt to solve this problem may be to develop a fresh teaching approach to stimulate students' interest in English language learning. With the development of technology, multimedia is increasingly accepted as a means of English language instruction. More English teachers state that teaching English with multimedia makes the English class more active than the teacher-centered model. In traditional English classrooms, instructors have to spend time on writing the vital language points and important information on the chalkboard. In the multimedia classrooms, the teacher can use the button and keyboard to show significant content in a few seconds as long as he or she is familiar with the operation of the multimedia. In addition, the microphone can reduce the teacher's laborious work. Moreover, with the courseware teachers do not need to write the same language points several times for the different classes, which will not only save a lot of time in the class, but also release teachers from heavy labour [7].

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:

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

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

(c) 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.

(a) 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.

(b) 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.

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.

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