Role of Multimedia Resources in English Language Learning: An Overview

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ABSTRACT

The following study has been developed to understand the utility of multimedia resources in learning the English language. Multimedia resources are a combination of multiple content forms including texts, video, audio, animation and others. Successful utilization of multimedia resources can enhance the effectiveness of the entire teaching program. Secondary research has been performed to complete this study.

Keywords- multimedia resources, multiple content, teaching program.

I. INTRODUCTION

Background

A combination of different content forms including texts, steel images, audio, video, animation and other interactivity content types constitute multimedia. Multimedia content is usually played recorded accessed and displayed by several information content processing devices such as electronic devices and computerized devices (Xiuwen and Razali, 2021). Live performances can also be conducted with the help of such content. Multimedia devices are a kind of electronic devices which are extensively used for experiencing and storing multimedia content. A complete multi-sensory experience is provided by multimedia with the help of which the world can be explored through the presentation of information through graphics text audio images and video.

Multimedia tools are more interesting, makes it more interactive and engage students in an interesting way. Besides that, it motivates students to learn the language effectively and quickly. Technology with its comprehensive and extensive options has the capacity to an attract language learners and lend them their much needed confidence. The apt use of Multimedia in a language classroom aids student's efficiency and it has the inherent capacity to use technology in a student friendly way and making optimal use of classroom. This breaks the age old tradition teacher centered method of language teaching and offers the teacher a variety of enjoyable teaching techniques which can be adopted in nonnative English speaking countries effectively for its benefits are multi fold.

The audio visual and animation effects attract and motivate students to learn a foreign language in a new and novel way as students get exposed in an interesting way to the culture and nuances of the target language. There are several participative activities which the students can make use of and learn English more effectively and in an engaging way. The multimedia technology provides them the much needed and most deprived real life environment and real life situations to students and aids interacting, improves communication between students and teachers as well as student to student communication. Besides enhancing the language skills of the student's, multimedia also integrates graphics, videos, audios and Motion Pictures in a variety of ways, the result of which is phenomenal and the impact huge.

The availability of multiple channels and student centric formats makes it pleasantly more immersive and creatively engaging for the students.

The interesting gadgets such as Microphones and headphones helps them to listen intently to a foreign language and enhance the learning in a step by step method such as by hearing, listening, reading, speaking, writing skills. The concepts and nuances of the target language can be explained and exposed better, thus decreasing the amount of lecture time.

With multimedia learning knowledge retention is maximum, while learning time is minimum, opportunities are on the rise, as the access becomes easy and perennially available to students. The thoughtfully made comprehensive educational videos provide more opportunities for students to engage with the latest and relevant content. Some interesting elements of multimedia are texts in fax, impressive voice commands, concise audio messages, engrossing live videos, unique holographic images, background music, moving and engaging graphic animation, GIS maps, to name a few. These elements make English language learning more authentic, most effective, with maximum content through navigation, interaction, communication and even creation. Once when the students reach the creating stage they stay motivated and the eagerness to learn the language increases.

Multimedia is unarguably the most effective way to learn vocabulary, pronunciation, and acquire information. Most of what the students know about worldly affairs is through the media either through news bulletin or social media. Impactful PowerPoint presentation, an expert lecture, a recorded webinar or reading a text book all comes under multimedia learning. Quality education is enabled through multimedia by promoting modern models of education engaging student's cognitive abilities especially through multiple sensory channels. Students have a wide range of options and channels to choose from. Options includes stop and repeat audio sessions, by writing down what they heard and repeatedly practicing by planning sessions, spacing them effectively as per there pace, they can practice the conversation skills in the best way possible.

Multimedia presents students with the most authentic content and context which are most essential for language learning along with different dialects, styles and tones. The ability of Multimedia to combine visual and audio elements thereby making it the most powerful tools for effectively conveying educational and informational content besides facilitating students understanding makes it most effective. The videos which allows the learners and educators alike to create visually appealing and engaging content is viewed by students at all levels depending upon the stage of their learning. Undoubtedly this has a significant impact on learning as visuals aids the learners make more sense of the content.

Normally regular audio lectures enters our system through one ear and promptly go out through the other ear, as words are processed through our short term memory retaining roughly only about seven bits of that information. On the other hand, images go straight into long term memory and gets indelibly etched as the words, ideas and concepts gets hooked on to an Image than just the sound. On an average human eyes have the capacity to register almost 36000 visual messages in an hour while our brain is able to see images that merely lasts for 13 milli seconds. Generally, more than 90% of the information which gets into the brain is visual and in a way we get the right sense of the visual in less than 1/10th of a second.

The reason for retention of audio lessons are plenty , on a comparative analysis brain processes visuals 60000 faster than texts, 40% of nerve fibers are linked to our retina. Visuals improve learning by up to 400% by aiding learners on a cognitive level, at the same time stimulates imagination thereby processing information faster. Visual languages has an inherent potential to maximize human bandwidth hence it has a larger capacity to take it in, effectively comprehend and systematically synthesize a large amount of information. It improves students reading comprehension as it effectively finds patterns and relationships. Prewired to instantly interpret the connection and relationship between objects thus allowing maximum interpretation in minimum time and minimal effort use of multimedia proves to be very effective.
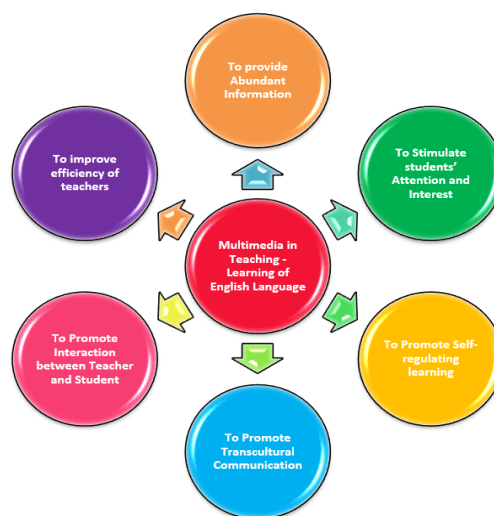

Figure 1: Benefits of Multimedia Teaching of English language
(Source: Self-created)

Aim

The aim of this research is to understand the role of multimedia resources in learning English language.

Objectives

- To understand the concept of multimedia resources.
- To evaluate the role of multimedia resources in learning the English language.
- To analyze challenges in allocating sufficient multimedia resources in educational institutions.

Questions
RQ1: What are multimedia resources?
RQ2: What is the role of multimedia resources in learning the English language?
RQ3: What are the challenges in allocating sufficient multimedia resources in educational institutions?

Significance

English is a foreign language and the usage of multimedia resources may widen the scope of learning this language (Abdulrahaman *et al.,* 2020). By combining pictures and words together a large amount of information can easily be integrated and this is how the effectiveness of this language can be enhanced.

II.   LITERATURE REVIEW

The concept of multimedia resources

According to Shadiev and Yang, (2020), a large amount of instructional information can be provided by multimedia resources with the help of which students learn English and accelerate their process information ability. All these together are known for creating a powerful tool for enhancing the existing educational experiences. The following image shows a graphical representation of the percentage of the global people who have access to mobile and the internet. After the outbreak of the international pandemic mobile phones and computers have become an integral part of the education system even in developing countries like India.
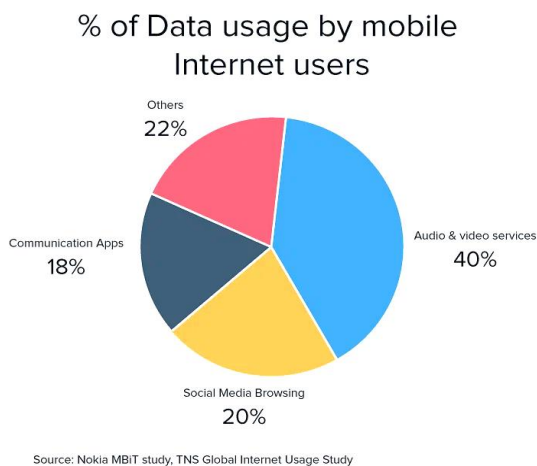

Figure 2: Data Usage by Mobile Internet Users
(Source: Xiuwen and Razali, 2021)

The role of multimedia resources in learning the English language

Teaching the English language using multimedia resources has enabled students to get involved in the learning process using a variety of sensory organs and this is how the corresponding cortical function area of the respective student's remains stimulated. Irkinovich, (2022), opined that teaching

English in classrooms using multimedia can have several benefits as with a combined usage of visual audio and animation effects multimedia technology is capable of motivating students to learn this foreign language effectively and quickly. Teachers can integrate their learning and teaching process by providing students with greater incentives through the rapid usage of multimedia. These resources are also capable of keeping students equipped with proper knowledge regarding the culture of this foreign language.
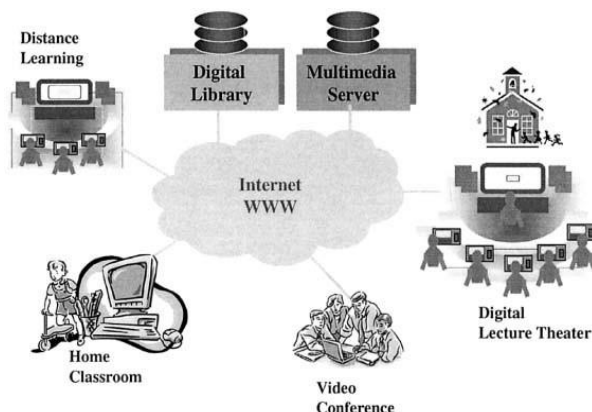

Figure 3: Various Multimedia Resources Used in English Learning
(Source: Olanrewaju *et al.,* 2020)

The challenges in allocating sufficient multimedia resources in educational institutions

To transform the learning process technology can be used as a powerful tool and it also helps advance and affirm relationships between the students and the educators so that they can freely invent their approaches towards collaboration and learning. Despite these facilities using multimedia at educational institutions is not free from challenges. According to Olanrewaju *et al.,* (2020), in order to use multimedia in an effective manner all the teachers need to act as collaborators in learning and seeking new knowledge they also need to acquire new skills alongside the existing ones so that they can cope with the latest technologies. The Educators also need to choose the right tools for teaching and also need to provide proper support to the learners so that they can easily cope with these multimedia resources. Teachers face several problems in classrooms as it's very difficult for them to teach as they themselves lack training and opportunities to gain mastery over them. Lack of coordination and from the government and school authorities leads to mismanagement.

New strategies should be implemented in order to get this implemented from all levels and reach students and achieve quality education in this competitive world. Despite all the efforts and cooperation from Government the schools in rural areas still face several challenges such as technical barriers, equipment failure, software compatibility, lack of motivation among teachers and local authorities,

insufficient digital equipments, the glaring student teacher ratio, poor infrastructure, reluctance among teachers to adopt new technology and techniques. Teachers cannot add emotion, action or fodder for thought which is essential, lack of advanced technical and graphics knowledge in teachers, power failures, software glitches all adds to the list of challenges. In some underdeveloped countries they receive cold response mostly because of severe financial constraints, apathy of higher authorities, and lack of awareness of modern technology. The effective use of multimedia can be used to create world class curriculum all over the world and students can benefit from these having access to multimedia aided education, optimize their skills, and get empowered.

Literature Gap

The following study has not mentioned any policy or framework that is often implemented by organizations while teaching using multimedia resources.

III. RESEARCH METHODOLOGY

To complete this research a secondary method has been adopted supported by an interpretive research philosophy, an inductive research approach, descriptive research design and all the collected data have been analysed thematically (Newman and Gough, 2020).

IV. DISCUSSION AND ANALYSIS

Analysis

The Internet can be regarded as one of the greatest multimedia resources due to the availability of countless information. The Internet is a type of resource which combines the use of multiple media through computer applications (Olanrewaju *et al.,* 2020). There are five major types of media which are often combined together to create an effective learning environment in educational institutions and these media are video, text, sound, animation and graphics.
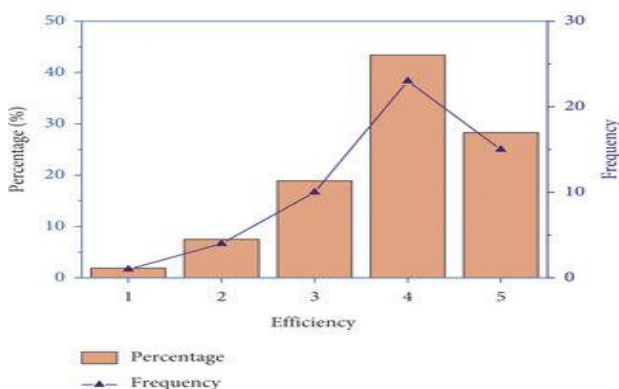

Figure 4: Efficiency of Multimedia-based Classroom Teaching
(Source: Olanrewaju *et al.,* 2020)

Discussion

To understand the benefits provided by technological advancements completely the education system must realize the effective utilization of multimedia resources. This will not only assist the students in learning English but also improve the quality of the education system. The tendency to utilize multimedia resources in educational institutions is increasing rapidly (Irkinovich, 2022). To make the whole experience highly effective both direct and indirect stakeholders must be included such as faculty, leaders, educators, policymakers, researchers, community members, organisations and others.

V. CONCLUSION AND RECOMMENDATION

Conclusion

The utilization of multimedia provides opportunities for information sharing among the students and also enables them to participate actively in various class activities in turn provides various opportunities to learn quickly and with greater efficiency.

Recommendation

- Before utilising multimedia resources the teachers need to communicate with students so that they can understand whether they are comfortable with the new education system or not.
- Multimedia resources allow children to communicate more in English and for this reason, an effective learning environment should be developed based on such resources.
- To increase the effectiveness only those multimedia resources should be used which are efficient in exchanging information.

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