THE USE OF MULTIMEDIA AIDS IN TEACHING LISTENING AND READING COMPREHENSION

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Abstract Using Multimedia Aids in developing comprehension skills such as teaching Listening and Reading, plays an essential role in today's fast-paced world. According to statistics, visual aids and multimedia are any elements that support people's message with images, sounds, animations, or interactivity. They can help users capture and maintain their audience's attention, clarify and simplify complex ideas, reinforce and emphasize key points, and create emotional connections. This article examines the importance of intermedia in teaching field and how they can effect students for a better understanding of Listening and Reading. Additionally, article helps to realize that technology is an effective tool that can make education more meaningful and engaging for teachers and students alike.

Keywords: Multimedia Aids, listening, reading, comprehension, images, sounds, animations, interactivity, complex ideas, tool, education.

I. Introduction

Multimedia aids have already become popular in many fields of study due to its interactivity, easement and materiality at present. The users of multimedia aids (text, graphics, audio, video, animations and images) understand how important their usage is in front of their audience. The variety of Multimedia aids and its effectiveness have already been discovered. In the following sentence, the article will describe the benefits of video and digital media in teaching process: Video and digital media are important tools that can help bolster the educational experience. The use of video in the classroom allows educators to illustrate and demonstrate complex ideas with the help of visual and audio learning elements. The resources below highlight the benefits of teaching with video; showcase what you can do with multimedia in the classroom; and offer a variety of BU faculty testimonials and multimedia strategies faculty employ to enhance the teaching and learning experience;

• When students have access to video content to watch outside of class, class time can be used for comprehension checks, discussion, and reinforcement of content.

• Multimedia content helps to vary and enhance the learning process, and leads to better knowledge retention.

• Educational video can provide more opportunities for students to engage with the content.

• Students around the world can learn from course content made available through video.

• Video can sometimes demonstrate complex ideas and access other times and places better than speaking can.

• Video can help instructors overcome limitations like large class sizes and limited time.

II. The role of multimedia in teaching Listening

When it comes to the role of multimedia aids in development listening as well as reading comprehension, this article serves to reveal possibilities and potential of it once more. Listening comprehension is considered as an active process whereby individuals tend to change words into thought with the aim of creating a meaning from the passage. Listening comprehension tends to have a long history, from the readings of analog, phonograph, through the era of the audio tape, and into the realm of digital (Wagner, 2007). With new technologies appearance, including their influences on people's life aspects and education, language learning and teaching seems to have entered a new area. CALL (Computer Assisted Language Learning) and listening comprehension L2 skill training stand considered bound together for good (Vandergrift, 2007).Listening comprehension could be viewed as a crucial language skill which learners of language need to develop. Moreover, all other language skills' development becomes interwoven with listening skills. This stands said to be within language learning in both first and second instances (Vandergrift, 1999). Language learning tends to rely on listening. It also tends to play a fundamental role in the acquisition of language, making it possible for an oral interaction between the learners (Smidt & Hegelheimer, 2004). It tends to provide the foundation for all language acquisition/learning facets and plays a long-life role in the communication process. Furthermore, listening is the language skill that is used most frequently. It has been estimated that adults spend almost half their communication time listening, and students may receive as much as 90 % of their in-school information through listening to teachers/lecturers, and to one another. However most of language learners do not recognize how to develop listening ability. Listening is defined as the process of identifying and understanding the speech of the speakers. It involves understanding the speaker's accent or pronunciation, speaker's grammar and vocabulary and comprehension of meaning (Saricoban, 1999). That is the reason why many experts say that listening is not a passive activity in contrast it is an active one. In listening activity the listeners actively involve themselves in interpretation of what they hear, bringing their own background knowledge and linguistics knowledge to bear on the information contained in the aural text. Listening involves a sender (a person, radio, television) a message and a receiver (the listener). Listener must process messages as they come, even if they are still processing what they have just heard, without backtracking or looking ahead. They also have incomplete control of the language used by the speaker (sender). In this context the listeners must cope with the sender's choice of vocabulary, structure, and rate of delivery. Having such kind of complexity in listening become the reason why listening skill is needed to be taught as a part of learning English. In addition it is important for English teachers to help their students become effective listeners. Ludmilla

(2011) categorizes listening into three categories namely Passive listening (listening for pleasure or entertainment), active listening (listening to learn and to retain information, and critical/analytical listening (listening to critique or make judgments about what one has said. Furthermore she says modern computer-based technology fosters listening skills by providing a multitude of opportunities for listening to spoken language. The language teachers will be aware of these current and emerging technologies to immerse their students in the spoken language experience.

Nowadays the internet is widely used for language teaching and learning because it is rich in resources, especially audio and video. According to Dang (2012) the teachers extensively used audiovisual materials from YouTube and news websites such as British Broadcasting Corporation (BBC), Voice of America (VOA), and Australian Broadcasting Corporation (ABC) etc. In line with Dang's idea there are few more news website used by English teachers and students like Google.com and other news webs such as Cable News Network (CNN), Al Jazeera, and Nippon Hōsō Kyōkai (NHK). The authentic materials from these sources are very helpful for students to practice listening and speaking skills.

III. The role of multimedia in teaching Reading comprehension

In the traditional teaching, reading instruction skills and strategies are still poor and undeveloped. The speech-dominated education employs a teacher-centered, book-centered, grammar-translation method and focuses more emphasis on rote memory than other practicable skills. Teachers who are feeling like spoon feeding their students generally receive higher appreciation than teachers who are not. The teachers always give up the stimulating interaction activities such as games, role-plays, talk-based communicative activities in class and they are skeptical of the use of games as learning tools, especially in the senior high school because the students should face the college entrance examination. To make things worse, there are students who may go so far as to distinguish ―good teachers‖ from ―bad ones‖ solely by how many pages they can cover in their notebooks and how many his or her students get a place in the famous university or college.Multimedia teaching mode gains many advantages. If the teachers make well use of the advantages of the multimedia technology and the Internet resources and work out courseware, they can deal with the reading course more interestingly and the students are more active by comparison to the traditional teaching climate. According to Mo Jinguo's survey(2002), the student would get better mark: in the multimedia class, their mark is 81.15 on average, while 79.78 in the non-multimedia class. The advantages of multimedia-aided English reading instruction will be illustrated from the following aspects;

A. To Arouse Students' Reading Interest and to Enhance Their Motivation

As a result of the spoon-feeding teaching method, teachers are seen as the providers of knowledge and the students dutifully but passively assimilate the teachers' words of wisdom, working their way boringly through the textbook. reading the text word by word and too much focusing on detail information and structural analysis. Many students are

tired of this type of traditional English classes and no longer have enthusiasm or motivation for study. Compared with the traditional English teaching, multimedia is good for arousing students' reading interest and motivating students to study English. Multimedia assists the teacher to integrate the pictures, music and video into the courseware and make the content more colorful. In the multimedia-aided reading classroom, the teacher transforms the static text into dynamic one. For example, when teaching about the Olympic Games, the teacher plays a short scene of the Olympic Games match during the pre-reading activities, which will stimulate the student's audio and visual senses and their attention is greatly attracted immediately, and then asks students to read the text. If the time and condition is permitted, the teacher can also play some short films about the athletes mentioned by the text. During the post-reading, students can hand in their assignments by sending email to the teacher at their time and pace and they can also asks for advice or discuss problems of the text with their teachers or classmates. Most of students admit that they get much fun from this new style of teaching and learning by means of computer. Thus a good learning circle will certainly come into being.

B. To Effect Learners' Autonomy

Chinese students tend to consider their teachers the main source of their knowledge. Although they dislike the so-called spoon-feeding teaching, they have been accustomed to it. They seldom use their initiative to solve the problems.On one hand, the ever-increasing necessity for teaching students how to become independent and autonomous learners has brought new perspectives to the teaching professions and change traditional ideas about teacher's roles. Autonomy does not mean without teacher's guide but is a matter of degree. Students can be asked to do lots of activities via the multimedia but the resources are so wide in the multimedia. So before students start the activity, the teachers should give instructions clearly and concisely so that students know what to do and how to search the suitable information from the multimedia. Subsequently, the learners can actively put their previous experience into the new information working together with their partners by searching, reasoning and analyzing according to their own strategies so that they deal with the problems successfully. In the multimedia environment, learners do not confine themselves to the textbooks and relevant reference books; instead, they must explore the abundance of online information.On the other hand, multimedia teaching modes include assisting self-study mode, which is helpful to turn a passive learner into an active one through stimulating the initiatives in learners.

C. To Promote an Advanced Interactive Model of Reading

Interaction is widely used nowadays. According to the New Oxford Dictionary of English, —interaction refers to the mutual or reciprocal action or influence‖. In the interactive mode, interaction includes student-teacher, student-student, student-computer and student-author interaction. The former three interactive types are becoming plentiful in the multimedia environment. Teacher-student interaction is an integral part of language classroom teaching for it builds up rapport between the teacher and students. In the student-student interactive activities, group work is one widely adopted and of great

importance. From the beginning of the language study, classrooms should be interactive. When the teachers design the teaching plan, they should keep in mind that one of the multimedia basic natures is interaction, so they will add some interaction elements into the class, for instance, when teaching the lesson New Zealand, the teacher can design a crossword puzzle and break up the map of the New Zealand into pieces on the computer. While reading, the teacher can divide the students into several groups according to their interest or other factors, and then ask students to fulfill the blank of the crossword puzzle by clicking the keys to remember the new words, and ask them to match the broken map correctly by clicking and drawing with the mouse through group discussion. And at the same time, the computer can evaluate the result immediately.

IV. Conclusion

The utilization of multimedia aids and Internet in teaching listening and reading instruction provides tools and rich environments for foreign language learners and is becoming wider and more efficient. Such an instruction reform is the good way to carry out quality-oriented education which concentrates on learners' developing in an all-round way and stresses that learners are subjects of learning. In addition, multimedia provides a dynamic and engaging platform for learners to comprehend information effectively, making it an essential tool in the development of comprehension skills.

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