MULTI-MEDIA APPLICATION TOOLS IN ENGLISH LANGUAGE LEARNING AND TEACHING

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ABSTRACT

This paper aims at language literacy within the technological environment produced by CALL. It brings out the difference between standardized classroom practice and individual learning through information technology to point out CALL's practicable positive and negative aspects. The paper also discusses the changing role of the teacher and students from different perspectives as good instruction enhances students' fresh insights and allows them to practice it. However, in-progress evaluation has proved it to be highly effective in terms of better learning course management and general perception of the educational potential of multimedia. it is necessary to use modern approaches and tools of ICT (Information and Communication Technology) to enlarge better understanding and acquisition of basic skills i.e. LSRW (Listening, Speaking, Reading, and Writing) of English language among the students at any level. ICT has a lot of things to offer to both teachers and students to enhance their vocabulary improvement of English language skills. So, it is necessary to use modern approaches and tools of ICT to develop a better understanding and acquisition of basic skills i.e. LSRW of English language among the students at any level. Smartphone learning, learning Blogs, Wiki, e-mail facility, Digital libraries, multimedia, free and open-source software and social media, MOOCs, Integrated Virtual classrooms, documentaries, Digital storytelling, Mobile Applications, i-Pads, Digital Notebooks, Tablets, Recorded audio-video materials, online spoken tutorials, Digital pronunciation dictionaries, etc. Modern studies and research show productive results of the integration of ICT in the field of ELT and the development of English language skills. These facilities have paved the way for individualized learning and provided freedom of learning anytime, anywhere, according to the needs and convenience of the learners. So, we should take appropriate measures to integrate ICT in the field of ELT to drive the learners well versed in English language skills

Keywords: CALL, technological environment, multimedia, ICT (Information and Communication Technology), modern approaches, LSRW skills

Introduction

Modernization and usage of Multi-Media Application Tools in English Language Learning and Teaching is the key factor in the present situation due to covid-19. All the Teachers, and students and most of them are working with technology like smartphones, computers, and laptops. 70 percent of students also adjusted to e-learning, a few of them may not be that well equipped with technology tools to avail of remote learning. We heard and experienced virtual classrooms and various online tools today allow us to make the commitment between the teacher and students relation like a normal classroom. These tools can also make the teacher and parent interactions as well as staff meetings.

Computer-assisted language learning (CALL) is an approach to teaching and learning in which the computer and computer-based resources such as the internet, related software, English learning apps like English bolo, Orai, English speaking practice, etc... are used to present,

reinforce and assess material to be learned. It usually includes a substantial interactive element. It also incorporates the search for and the analysis of applications in language teaching and learning.

Multimedia teaching methods have several advantages such as modularization, intelligence, and networking which will be very helpful to college teaching methods. In the teaching of the English Language through ICT tools like smartphones, tabs, and laptops. computers, videos, televisions, voice recorders, and projectors used to be the most common technologies at the demolition of the teachers of the English language. Today, the computer and internet technologies have brought the learning and teaching of the English language undeniable transformation. The different information and communication technologies do not themselves transform the learning and teaching of the English language. It is their appropriate utilization by the teacher that will transform their teaching methods or strategies. Teachers therefore must combine the knowledge of the ICTs with practicing or professional knowledge in order to bring innovations into the classroom. The various traditional methods of teaching language skills (listening, speaking, reading, and writing) for instance still remain important for teachers of the English Language. However, ICTs enable the teacher to modify teaching and learning strategies in order to create a student-centered learning environment instead of the traditional teacher-centered which persisted for a long.

With the help of ICTs, teachers can challenge some of the activities posed by large classes. ICTs complement or support the teacher's efforts in undertaking challenges posed by large class sizes. In order to reinforce traditional practices in the classroom, that is, chalkboard and teaching–talking tradition. Website as internet technology is an essential tool that the teaching can use to facilitate the teaching and learning of the English Language. It provides a lot of opportunities for teaching and learning. For instance, the teacher can combine offline and online teachings in order to overcome some of the challenges of teaching and learning. Teachers of English can use the website for different purposes in order to facilitate the teaching and learning of the English Language.

The teacher can post the material to the website for the students to download for use in the class. However, the students should be given sufficient time to download the materials before attending the lesson. Website materials for teaching the English language may include texts for reading such as short stories, paragraphs e.t.c or samples of writing tasks such as letters, essays, memorandums, or emails. Initially, teachers may as well browse websites for teaching English to find prepared materials that are relevant to the topic being treated. Lesson plans, exercises, and reading materials are available on English language teaching websites e.gwww.teachingenglish.org.uk, and www.englishgrammarhere.com

Another important ICT tool to develop teacher-student communication is **Google classroom**, it will help both teacher and student to attach a google forms quizzes, assignments, practice materials also..You can post the quiz to one or more classes, you can reuse the quiz and assignment. The teacher can easily trace the students and can-do evaluation and grading also.
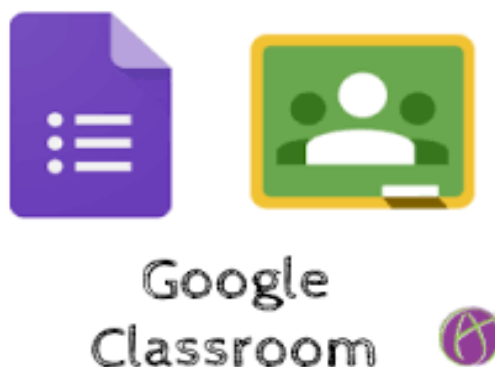
Socrative is another interesting app available for download on all major digital devices and platforms. You can use Socrative on smartphones, tablets, laptops, and computers. Socrative quizzes are easy to create and download. Create your own and use them as many times as you need. Since they are graded automatically in real-time, you'll spend less time grading assignments and more time catering to the needs of your group.

Padlet is one more web tool like paper for your screen. Start with an empty page and then put whatever you like on it. Upload a video, record an interview, snap a selfie, write your own text posts or upload some documents, and watch your Padlet come to life. Once others add to it, the page will update in real-time.

Edmodo lets you give a voice to shy or anxious students who would go unheard in traditional classrooms. Students are instantly familiar with Edmodo's interface and can communicate more easily with each other and with you. Specially Send messages, share class materials, and make learning accessible anywhere. Save yourself time by bringing all your classroom tools together.

The skill of listening is very easy through ICT tools, It is also a very complex skill to teach also a very intricate skill to teach. The concept of pronunciation, whether that is to understand or produce language, also raises problems for non-native speakers. Using CALL (Computer Assisted Language Learning) is a way to motivate language learners to take a dynamic role in their learning instead of acting as passive listeners Helping learners develop listening skills can be achieved through a variety of multimedia instruments such s digital stories, Mp3 recordings or podcasts.

The learner can easily practice the reading skills through online learning with the help of the teacher act of reading brings on many different processes. A basic reader to a professional reader can practice all kinds of readings, so the reader can interpret words, know what they mean, how they should be used, how words when are set together in sentences, understand the use of pronouns, make connections between ideas using relationship markers, create pictures, make inferences, sum up the information, and so forth. The right technological tools can make a difference to students who struggle with reading. In the Twenty-first century, readers must be able to envisage many different types of texts, such as articles, comic strips, short stories, tales, news, informational documents, etc... Some texts are similar in print forms, but they are available only through the use of technology.

Visual learning software, such as graphic organizers and mind maps, is another essential tool to develop students' reading comprehension skills. It can be used to interpret different text structures, and it benefits students to identify the necessary components of the text they are reading, as well as see the content of the entire text. In another way of reading, when students 'read to learn, visual learning software assists to reduce the burden on working memory and displaying the ideas in a different way to better connections between elements of the text by categorizing them or by linking supporting evidence to key concepts.

The speaking abilities using CALL technology have gained much attention, and more success in using CALL, in particular computer-intervene communication, to help speaking skills closely linked to "Communicative Competence" and provide composed

interactive speaking practice outside the classroom (Warschaur, 1998). "Chat-rooms" can help the learners to master their expression skills and promote the development of self-regulating structures that help for improving speaking skills. The use of "video

conferencing" facilitates face-to-face interaction which gives not only contagiousness when communicating with a real person but also visual clues, such as facial expressions and makes communication more accurate. The use of blogs, and podcasts, guides the learner to make use of distance learning and will be helpful to the students who are in alien places. It is more useful for the students who are unable to attend regularly. The great commonality of studies surveyed wider positive benefits of ICT for learning and learners in such areas as effectiveness, attraction, motivation, skills, concentration, independent learning, critical thinking, and teamwork, all essential skills for the language learner.

The process of teaching writing can be measured easily through technical tools. Padlet is the best tool to assess writing skills. Practice writing through ICT tools plays an important role in the main objective of the task and the final outcome, and it is more focused on the creation of assessment. Nowadays, many English teachers plan their classes following a process approach; this pays attention to the various stages that any piece of writing goes through (Harmer, 2011). Similarly, it requiresthe teachers and learners to follow a series of steps that the author names as Planning, Drafting, Editing, and Final version.

Specially covid-19 has given a platform to everyone to focus on virtual classrooms, it enables students to access quality teachers throughout the planet so long as they both have a stable internet connection. This can communicate most of the common barriers to synchronous learning. Video conferencing ability like zoom meetings, telegram, etc..helps teachers and students can see each other, Audio conferencing both teacher and learner participants can hear each other, Real-time text chat, and Interactive online whiteboard so users can interact on the same online page. Library of learning materials essential for providing more structured lessons, web dictionary, learning through activities and games, etc….

In many ways, an online classroom simply reflects the physical classroom. In a physical classroom, the student needs to be able to see & hear the teacher, see & hear the other students, and have a good view of the whiteboard and their own learning materials. In a virtual classroom, a student can communicate with the teacher through a video or audio cascade. The online whiteboard allows teachers to explain ideas visually and work through exercises collaboratively. By using technology to enable and improve learning at all levels, in all places, and for people of all backgrounds. ... **Learning** dashboards and collaboration and communication **tools** can help associate teachers, students, and families with instantaneous ease.

ICT can provide access to information sources, facilitate communications, generate an interacting learning environment and encourage change in methods of teaching. Therefore, the ways of learning have been transformed by ICT and are no more restricted to mediums of print, bibliographies, and abstracts. The sources of knowledge for students and teachers have also broken out all over the world. It becomes very important that those associated with the teaching-learning process should not only be familiarized with this technology but also realize and put into action its useful aspects.

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