

Technology And Multimedia In The Language Classrooms: A Special Focus On Indian Engineering Students

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Abstract:

Due to the unexpected leaping of technology beyond the boundaries, multimedia technology has taken the rightful place in English language teaching, especially in the non-native speaking countries and situations. It also aims at building the non-native speakers of English, as language teachers, making them aware of the technical strategies to use multimedia in an effective way. The sudden reformation and exploration of technology lead to changes in the language style of student community, particularly among the engineering students and their English language usage. Innovations such as multimedia and internet bring audio, visual, and animation effects in the English language classroom and thus improve classroom activities and the way of communication has been brought well-advanced. This paper aims at analyzing the use of technology to English language teaching in India by highlighting the role of language teachers and students of engineering colleges and universities. It discusses different techniques which can lend a hand to language teachers and students to improve their learning skills by using computer assisted language learning programs, presentation software, electronic dictionaries and listening to CD players. The author has compared the conventional method and the modern method of using software through multimedia. Finally, the papers were valued and the scores have been displayed through bar diagrams. We may call this CG – the Control Group. These diagrams were compared with the graphs of the modern method of EG – the Experimental Group. The graphs themselves demonstrate the validity of the methods.

Keywords: multimedia, technology, language teaching, engineering colleges, computers, method

Introduction:

The tradition of English language teaching has been drastically changed with the remarkable development of newer technologies such as multimedia technology, which makes teaching interesting and productive with its capability of attracting the language learners. Rana (2013) argues, "Educational institutions all across the globe have already started implementing technology in education, and we need to understand that there's no way to stop the evolution of technology; and rather than working on ways to separate technology from education, we rather need ways to combine them". At present, the role and status of English in Tamilnadu is higher than ever as it is a medium of instruction and curriculum in educational institutions and as a result, the number of English teachers and learners are growing up, and obviously different teaching methods have been experimented to perceive the effectiveness of English language teaching. New challenges and duties given by the new era are to be faced by the language teachers of India, a country with the people of different cultures and languages. David Graddol (1997) states that "technology lies at the heart of the globalization process; affecting education work and culture". Thus, technology is one of the most significant drivers of both social and linguistic change.

NEED OF THE HOUR

A visible growth of language and literature is felt concerning the evolution of technology in English language teaching and it unambiguously accept technology as the most essential part in teaching. But, if we ignore technological developments, the teachers will never be able to come up with the novel trend, irrespective of discipline or branch. Rana (2013) says, "Teachers need to stop following the same old ways of teaching and experiment and acknowledge that the world is changing and we need education that augments that change". And so, it is important for language teachers to be aware of the latest and the best equipments to create more colorful and stimulating language classes. But still, it is suggested that the new principle of teaching should be of new technologies without taking over the role of the teacher and without limiting the functions of traditional teaching methods.

STEPPING-IN WITH TECHNOLOGY

"There is a perfect match between the media and the students' intelligences" says Gardner, (2000;). Video clippings, being the major resource for drawing on students' multiple intelligences and learning styles, relieve the students from stress and brings tremendous difference in their moods, motivation, and attitude. This collaborative learning activity matches the technology savvy, kinesthetic, experimental, participatory, team-oriented characteristics of the Net Geners and draws on at least five of their multiple intelligences; leadership, artistic, technical, and video gifts; and learning styles and fosters deep learning. (Berk, 2008a, Prensky, 2006).

REAL-WORLD APPLICATIONS AND TECHNICAL SOURCES

Videos can deliver exceptionally graphic and explicit examples of a wide range of content and students express much interest in real-world applications to perceive the

relevance of what they are learning. Comparing video clips from the original debates can be extremely informative to the students, since they learn debate procedure, format, strategies, and arguments from them. Moreover, clippings from National Geographic documentaries on specific animals, people, or regions may be used providing content and information that should be appropriate to the context of ELT. This is possible only with sources such as original DVD, the Internet, CD clips with book.

CALL TECHNOLOGY

The language teacher makes decisions regarding the implementation of CALL technology, but due to the lack of computers and appropriate software for students, developing knowledge and competencies to incorporate technology has become a dream for the students in the rural areas of India. The Society for Technology in Education (ISTE, 2002) and the National Council for Accreditation of Teacher Education (1997) recommend that universities should provide teachers sufficient opportunities to gain competence in using technology for the benefit of their students. Incorporating technology in the language classroom actively engages the students with visuals and sounds and allows them to work in a risk-free environment with immediate feedback as a support to their learning. In an effective CALL technology with its computer-animated tutor, students learn pronunciation by the lip movement of the tutor, record their own voice, and receive immediate feedback. Besides vocabulary programs and stories, this software program offers pre- and post- assessments, providing a report to the teacher, which is more suitable for instructional environment.

NET GENERATION CULTURE

Today's Net Generation students are so stylish with technology that they have been branded as digital natives since digital is their native language (Prensky, 2001, 2006).. They are the native speakers of the language of computers, video games, and the Internet. It is observed that wires are coming out of every part of their anatomy. Attached to those wires are MP3 players, iPods, iPhones or smart phones, PCs, and all the other tools of the digital age (Berk, 2008a, 2008b, 2008c;). With all of these equipments they sink into listening to music, Playing PC/video games, talking on iPhone, sending text messages or twittering, watching videos and/or TV, multitasking on at least 3 of the above and multitasking on all of the above. Recent estimates indicate these students spend from 6. 5 to 11 hours per day multitasking on the above activities (Salaway, Katz, Caruso, Kvavik, & Nelson, 2006). They live in a complicated remixed, mashed-up, digital, mobile, always-on media environment (Jenkins, 2006;). Their experience with the technology has enabled them to master complex tasks and make decisions rapidly (Prensky, 2006). Classroom exercises need to extend these capabilities they already possess. But, the instructors are referred to as digital immigrants who continue to learn and sometimes struggle to print out an e-mail, to print a document to edit it, or phone someone to see if he or she received their e-mail.

MULTIMEDIA TECHNOLOGY

The more readily available multimedia technology should be integrated into the lessons and assessment planning along with video, film and computer assisted learning strategies. This technology can provide interesting and new approaches to language teaching because "the use of technology for teaching and learning is moving their institution in the right direction" (Healey 2008) and the teachers of English can take full advantage of technology to teach English in the non-native speaking countries. In addition, online multimedia and 3D environment bring high motivation, increase interaction, create virtual scenario, integrate various kinds of media contents and technology into a single interface, and help learners to learn language.

a) WHY MULTIMEDIA?

A teacher centered practice in language classrooms makes more students tire of passive listening who find the class boring and monotonous and demand something new and different. 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. (Wang C. R. 2008). 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 (Fletcher, J. D 2003). Multimedia presentations are most effective when the different types of media support one another rather than when superfluous sounds or images are presented for entertainment value—which may induce disorientation and cognitive overload that could interfere with learning rather than enhance learning (Mayer, R. E 2001)

b) COGNITIVE THEORY OF MULTIMEDIA LEARNING

According to this theory, learners can engage in active learning such as the processes of selecting, organizing, and integrating the materials and programs. The processes of selecting, organizing, and integrating generally do not occur in a rigid linear order, but rather in an iterative fashion. Once a learning outcome has been constructed, it is stored in long-term memory for future use. When active learning occurs, the outcome is indexed in long-term memory in a way that allows the learner to use it to solve transfer problems (Mayer, R. E 2001)

c) Role OF MULTIMEDIA**(i) Creates favorable Classroom Environment**

Multimedia technology creates a positive classroom environment for language teaching, which makes the language class very lively and interesting, motivating the students to involve in classroom activities. The sounds and pictures bring liveliness to the classroom, enhancing the active participation of both teachers and students. The sharing of information cultivates students' interest in learning thereby improving the teachers' interest in teaching.

(ii) Develops Communicative Competence

Multimedia technology integrates teaching and learning and provides the students

greater incentives, carrying for "students' future competitiveness at the workplace" (Healey2008). To Suleyman Nihat Sad (2008), the utilization of multimedia technology "breaks the monotony of traditional class teaching and is enjoyable and stimulating" and creates a positive environment for the classroom activities such as group discussion, subject discussion and debates,

(iii) Enhances Interaction

Active participation of students is encouraged and the importance of interaction among students and between teachers and students are focused. Thus multimedia technology creates a platform for the exchange of information among students and between teachers and students, emphasizing "student engagement in authentic, meaningful interaction" (Warschauer 2).

(iv) Improves Efficiency

Multimedia technology breaks the teacher-centered traditional teaching method and fundamentally improves the teachers' teaching efficiency and has become "central to language practice" (Motteram 2013). It goes beyond time and space, and creates more real-life environment for English teaching and stimulates students' providing abundant information to the students.

(v) Motivates Students

The much needed motivation is offered by the language teachers and multimedia serves as the principal source of inspiration making the students realize their duties and responsibilities need to be considered in case of effective language learning..

(vi) Provides Opportunities

Teaching English with multimedia technology is flexible that focuses on "how English language teachers, teacher educators, and administrators can and should use technology in and out of the classroom" (Healey). It provides opportunities to have English teaching not only within the classroom situations, but also outside the classroom situations by solving students' problems outside the classroom contexts, which is "usually carried out using asynchronous tools, such as e-mail or conferencing systems" (Warschauer).

(vii) Widens Knowledge

Multimedia technology, offers new information than textbooks, and helps them to be familiar with culture and real-life language materials, that attract the students, equipping them with knowledge about the target language. Such information sharing opportunity among students makes them actively participate in the classroom activities and to learn the language more quickly and effectively.

NEED FOR TEACHER TRAINING

Though governments are ready to support the utilisation of multimedia technology in schools and colleges, teachers are not able to beat the purported potentials. In India,

such efforts have been delayed due to a lack of computer-trained teachers and a careful assessment has to be made into whether 'computer-related trainings are provided with frequency and equality to teachers who are enthusiastic about computer use.' (Miheon, 1996). Egbert, Paulus and Nakamichi (2002), recommend that teacher-education programs design CALL content based on what the candidates need to know to support their students. As teachers work with technology, they gain the on-going knowledge and experience to become more effective in incorporating it (Hitchcock & Stahl, 2003). According to Grabe and Grabe (2004) students who have the experience of successfully using technology to support their learning in one environment are more likely to be able to transfer that knowledge when needed in other classes.

THE ROLE OF TEACHERS

The success of computer technology programmes always depends on the attitudes of teachers. Teachers' attitudes towards multimedia technology influences students' attitude towards technology (Akbaba & Kurubacak, 1998). Unless we identify teacher's attitude towards multimedia technology, we cannot expect the teachers to effectively support the integration of technology into the curriculum. McMeniman & Evans (2003) acknowledge the need to have skilled teachers who are able to use the multimedia technology effectively in the classroom to enable improvements in language teaching and learning so as to improve students' target language proficiency.

a. Collaborator

Obviously, collaboration and co-operation in a teaching environment always establish a positive result. Teachers of the less widely taught and used languages could well profit from such internet exchanges, helping them to overcome the sense of isolation many experience in their teaching situation (Pourhosein Gilakjani. A. and S. M. Ahmadi 2011)

b. Designer

Teachers need to design the tasks and materials to guide their students, though the situation is complex. The designing process requires higher order skills that involve researching and evaluating source materials, setting overall aims and objectives and breaking down tasks into meaningful and manageable sequences.

c. Facilitator and Guide

As facilitators, teachers have to be flexible, responding to the needs of the students and must be aware of the multiplicity of materials available for improving students' language skill and of multimedia programs, electronic dictionaries and encyclopedias that are available for instant reference, online newspapers that provide up-to-date information on current affairs and also of official websites.

d. Integrator

Teachers must know to deploy the use of word-processing, graphics and presentation programs. Integration of audio-visual elements will bring home the foreign language

environment.

e. Researcher

Teachers need to become researchers who can access information for their own and for their students' use. They must be familiar with the use of electronic tools for language analysis and should focus on achieving professional competence and confidence in their use of English language.

ROLE OF COMPUTERS

a) Computer as a Tutor

The computer as a tutor makes the teachers concerned, acquire knowledge, initially at a basic level. The teachers are able to type, design and produce or reproduce worksheets using Microsoft word and be familiar with basic operations of the software and to save and print their work apart from surfing the World Wide Web. Since the language teachers attend the formal training sessions, they know how to operate the courseware.

b) Computer as a Tool

Teachers should have the knowledge of Microsoft Word package, Microsoft Power Point with the additions of colours, colour tones, animations and special effects, Microsoft Excel and Microsoft Front Page. At this point, to enhance instructional performance, the computer is used as a tool that provides knowledge, a step higher than the previous elementary level, called intermediate level.

c) Computer as a Tutee

The teachers here learns as well as teaches and are able to create programs using computer programming language such as LOGO, Java Script etc. They even posses the knowledge in installing and managing computer hardware and software, and have a perfect control over the usage of the computer (Taylor, 1980 in Paul, 1999). The teachers at this level make increased efforts to learn and acquire the knowledge through meticulous formal training or via tremendous amount of self-learning. They are considered as advanced users of the technology as they are able to carry out trouble shooting and repair works on computers to address technical faults and detect viruses.

METHODOLOGY

a). Framework

This study involved two groups of students, the control group taking a course in the summer of 2014, and the experimental group taking the same course the following term, Autumn 2014. The experimental group received Talk to Me English (1) as supplemental courseware. The course was a 100-hour, ten-week course in Technical English for Engineering students offered at Sathyabama University, India. In the summer of 2014, students followed the normal course plan and were tested for the

purposes of future comparison. A three hour pronunciation tutoring practice was assisted by a software program in which they did not receive their own pronunciation program. But in the Autumn of 2014, students were offered a chance to deal an hour's tutoring for Talk to Me on their own computers. The course design and content for the experimental and control groups, was generally the same but with different teachers.

b). Subjects

The students in the course are Engineers from different language backgrounds (Tamil, Telugu, Urdu, Malayalam, Kannada, Bengali, Marathi and Hindi. The students were admitted to the course based on their performance in a placement test. (HTML file attached).

c) Methods of Analysis

- i) Grammatical accuracy was calculated according to four different categories of analysis, the verbs, nouns, phrases and clauses
- ii) Manual analysis of speakers' output was calculated based on the errors involved in the speech.

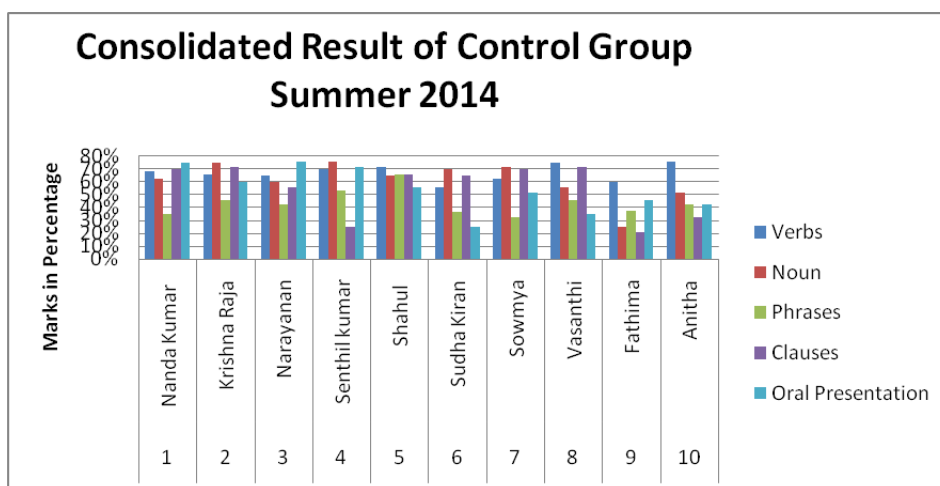
d) The Current Study

The goal of the current study is to analyze the output by a computer program specifically designed for this purpose.

RESULTS

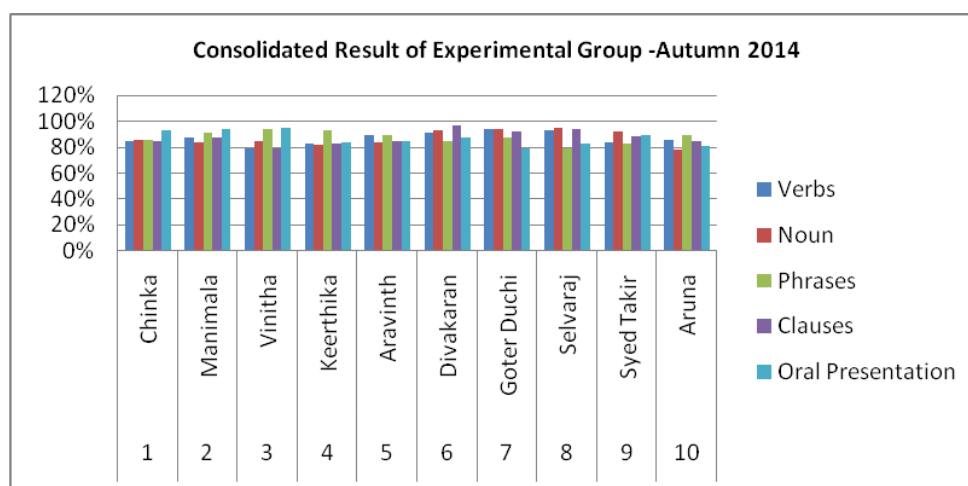
A) Results of Summer 2014 batch [Control group]

Sl. No	Name	Verbs	Noun	Phrases	Clauses	Oral Presentation
1	Nanda kumar	68%	62%	35%	59%	64%
2	Krishna Raja	65%	70%	40%	71%	59%
3	Narayanan	64%	53%	42%	55%	65%
4	Senthil kumar	69%	77%	53%	25%	71%
5.	Shahul	71%	62%	55%	65%	55%
6	Sudha Kiran	55%	69%	36%	64%	35%
7	Sowmya	62%	74%	22%	29%	51%
8	Vasanthi	74%	50%	45%	71%	35%
9	Fathima	59%	35%	37%	21%	45%
10	Anitha	75%	51%	42%	32%	42%
		66. 2%	60. 3%	40. 7%	49. 2%	52. 2%

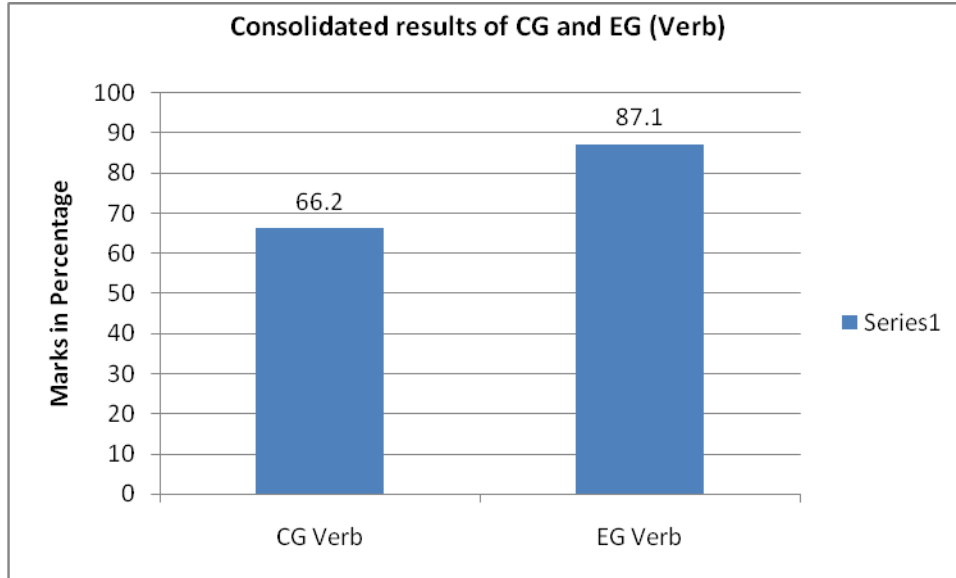


B) Results of Autumn 2014 batch [Experimental group]

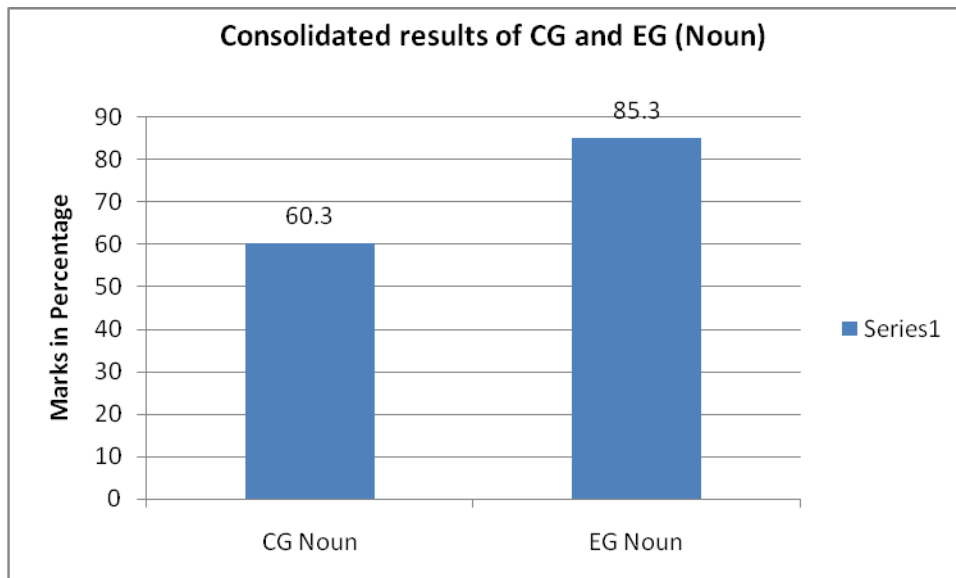
Sl. No	Name	Verbs	Noun	Phrases	Clauses	Oral Presentation
1	Chinka	85%	86%	86%	85%	83%
2	Manimala	87%	74%	71%	77%	74%
3	Vinitha	79%	85%	74%	79%	85%
4	Keerthika	83%	82%	73%	83%	74%
5.	Aravinth	89%	74%	89%	75%	85%
6	Divakaran	91%	93%	85%	87%	87%
7	Goter Duchi	94%	94%	87%	82%	79%
8	Selvaraj	93%	95%	79%	84%	83%
9	Syed Takir	84%	92%	83%	78%	79%
10	Aruna	86%	78%	89%	75%	81%
		87. 1%	85. 3%	81. 6%	80. 5%	81. %



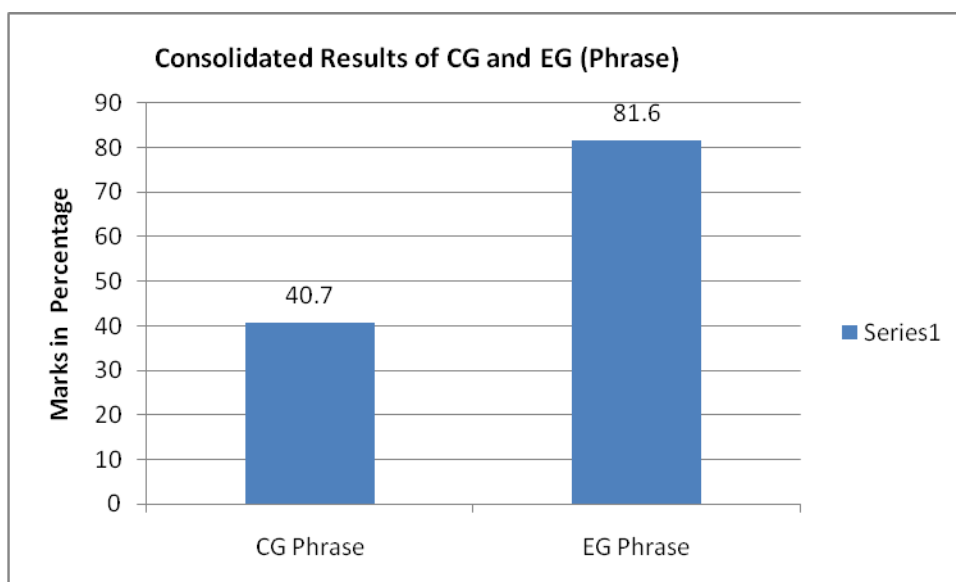
The diagrams represent the scores of both the experimental and control groups with respect to the pronunciation of verbs, nouns, phrases, clauses and oral presentation on given topics.



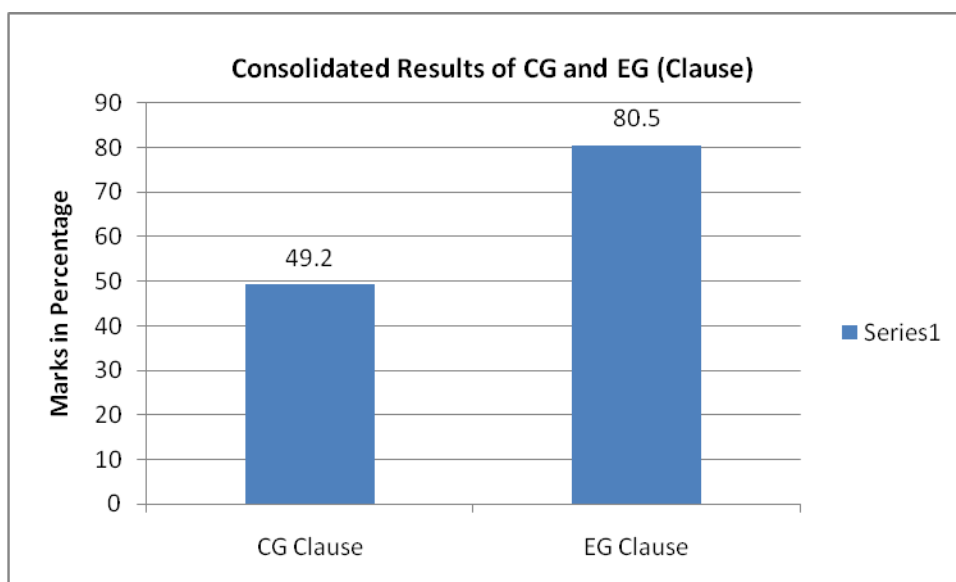
The CG (verb) group average is: 66.2%
 The EG (verb)group average is: 87.1%
 The Inference Evaluation is: 20.9%



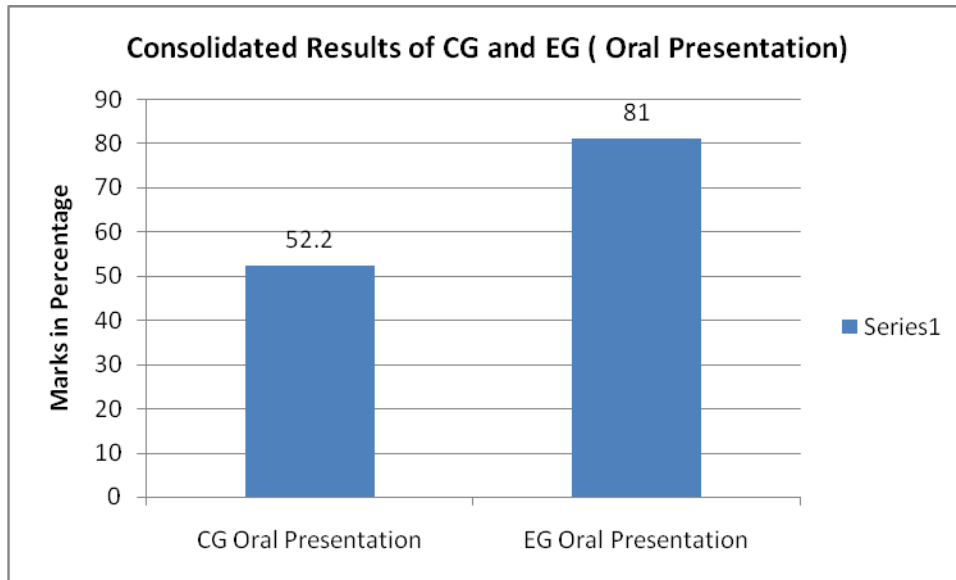
The CG (noun) group average is: 60.3%
 The EG (noun)group average is: 85.3%
 The Inference Evaluation is: 25.0%



The CG (phrase) group average is: 40.7%
The EG (phrase) group average is: 81.6%
The Inference Evaluation is : 40.9%

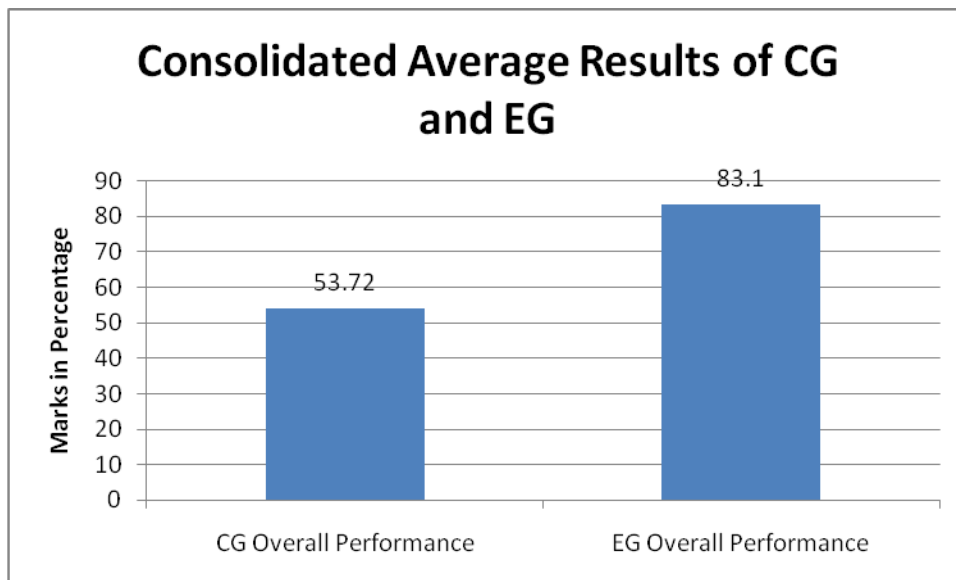


The CG (clause) group average is: 49.2%
The EG (clause) group average is: 80.5%
The Inference Evaluation is: 31.3%



The CG (OP) group average is: 52. 2%
 The EG (OP)group average is: 81. 0%
 The Inference Evaluation is: 28. 8%

Consolidated Results of CG and EG in Percentage.



The CG group average is: 53. 72%
 The EG group average is: 83. 1 %
 The Inference Evaluation is: 29. 38%

Comparison and Analysis

Although the ages old lecture method has been followed in Indian classrooms, it is

felt that this method needs a change, considering the fact that better facilities are available by means of which the teacher could be more successful. The author worked out an E-test and conducted an experiment. The class was divided into a control group and an experimental group and the performance of these groups have been discussed.

However, it is necessary to bring out the advantages and disadvantages of both these methods. At this point, the focus of the argument is that the students of the experimental group have performed much better than their counterpart and thus the computer and voice technology has more reasons to recommend itself in the teaching of English to engineering students.

The traditional lecture method of teaching pronunciation can take place anywhere in accordance with the mood of the speaker and the students. There are no technical skills or devices needed for it. Moreover, it is an inexpensive method and the teachers find it easy to handle the classes. This method grants flexibility to both the teachers and learners. The rapport between both is very high as it is a face to face situation. In such a situation doubts can be cleared then and there. On the other hand, it is essential to discuss the difficulties and disadvantages of the old lecture method. Students do not get much motivated and so dislike it. In the new method, the teacher needs a different set of skills like control over the class and technical knowledge. Moreover the numbers of bearers are limited to 50-60 and they must be regular students, as they are not allowed to do the tasks later or at home. The role of the teacher in this program is very significant. If the subject or topic is not interesting, managing the whole class is very difficult.

While dealing with the modern method of 'teaching-learning' through computers and softwares, sufficient technical guidance is given to the students. No doubt it is a self-study method, where the teacher is only a guide and motivator. A student in this program need not be regular, and he may continue to work at home. Moreover there is no limit for the number of learners. The number of terminals available is the only limit for the number of students taking the course. It is purely a self-learning kit and it is not time-oriented. Due to this, students get psychological satisfaction is learning through the latest medium. Besides, being exposed to colour monitor, attractive sound effects, background pictures, readability, presentation, different fonts of different sizes, graphics and animation, students enjoy this class to the maximum.

The conventional method has certain clear advantages and the modern method has certain clear disadvantages. When we weigh the merits and demerits of both, we are convinced that the modern method has more advantages and is more likely to stand the test of time. As it is, students are getting bored at the present day English classes and thus this attempt to make English language learning more interesting and more useful especially in engineering colleges where the technical subjects appear all important. The scores represented in the bar diagrams substantiate the author's claims.

CONCLUSION

Multimedia instruction creates the opportunity for learners to improve their learning effectively. Only under the background of effective education, teachers can

incorporate multimedia learning into their classroom by identifying the learning styles of their students, matching teaching methods to learners' multimedia learning, strengthening slow learners through easier tasks and drill and selecting new learning strategies. Determining when to use multimedia and designing good multimedia require real consideration and benefits from a team of people with instructional design, graphic arts, information architecture, and usability skills. Technology is not a proxy for time and money - it needs to work effectively. While software and hardware may be in place, the 'humanware' (Warschauer and Meskill, 2000) must be in position too. In this respect, introducing and integrating multimedia technology gradually in the English language classroom and considering teachers' attitudes and knowledge are essential to achieve the maximum potentials of CALL. And this requires time, concentration and support, involving long term viable efforts, since Rome was not built in a day.

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Students' preference Questionnaire

(MCALL – Multimedia Computer Assisted Language Learning)

1. The MCALL program is far more effective than conventional teacher-taught classes in increasing the English proficiency of the students.
a) 0-25% b) 26% - 50% c) 51%-75% c) 76%-100%
2. There is a visible improvement among the students in over a 20 weeks period.
a) 0-25% b) 26% - 50% c) 51%-75% c) 76%-100%
3. Multimedia makes it possible to learn a foreign language in a realistic communicative setting, which cannot be easily provided by conventional teaching methods.
a) 0-25% b) 26% - 50% c) 51%-75% c) 76%-100%
4. In MCALL responsibility is transferred to the students rather than the teacher and this provides a greater motivation.
a) 0-25% b) 26% - 50% c) 51%-75% c) 76%-100%
5. The teacher in the class has to correct the problem, wasting time and even he has to check other students. In contrast, the computer could repeat the same point to one student for hours, if needed, without holding up or boring another student.
a) 0-25% b) 26% - 50% c) 51%-75% c) 76%-100%
6. Teacher taught students have to be in the class at fixed times even when they tired or distracted. But in the MCALL Program, Students choose the time when they feel fresh and able to concentrate.
a) 0-25% b) 26% - 50% c) 51%-75% c) 76%-100%
7. It initiates DIGITAL MULTIMEDIA language learning on a massive scale. It is extremely perfect and extra ordinarily effective, such as TOEFL Program.
a) 0-25% b) 26% - 50% c) 51%-75% c) 76%-100%
8. Taking part in a computer simulation definitely removes the fear of any student, who usually dislikes the traditional classroom situation, in which he is forced to speak before others or is corrected by his teacher. In short he happily

- accepts a “NO TEACHER” class room in MCALL Program.
a) 0-25% b) 26% - 50% c) 51%-75% c) 76%-100%
9. In a MULTIMEDIA CLASS ROOM, in the absence of a Traditional Teacher, the students are forced to fall back on their own analytical skills to find solutions. This proves to be a more productive way to learn.
a) 0-25% b) 26% - 50% c) 51%-75% c) 76%-100%
10. MCALL is an excellent practice is specific areas of language
a) 0-25% b) 26% - 50% c) 51%-75% c) 76%-100%
11. Both the teachers and students make the best use of new On-line opportunities to Maximize their language study and practice and to develop Computer – based. Communications and Literacy skills
a) 0-25% b) 26% - 50% c) 51%-75% c) 76%-100%
12. In MCALL through repeated practice and immediate feedback on their reading and writing, students improve their fluency, accuracy and sophistication
a) 0-25% b) 26% - 50% c) 51%-75% c) 76%-100%
13. Engineering Students of various disciplines enjoy MCALL program, as it supports language learning by the use of Technology.
a) 0-25% b) 26% - 50% c) 51%-75% c) 76%-100%
14. The Real needs of the students are met in MCALL Program than in Traditional teaching.
a) 0-25% b) 26% - 50% c) 51%-75% c) 76%-100%
15. Students of present generation prefer Power point Presentations and colourful Visual text with effective audio rather than age-old examination and tests based on text book.
a) 0-25% b) 26% - 50% c) 51%-75% c) 76%-100%
16. Multimedia software requires specific technical skills that must be learnt by the respective. faculty before the multimedia package is used
a) 0-25% b) 26% - 50% c) 51%-75% c) 76%-100%
17. In this MCALL Program, the approach to Grammar is through fun and innovative activities.
a) 0-25% b) 26% - 50% c) 51%-75% c) 76%-100%
18. Students can complete their work at any time, easier to duplicate Material, copy to duplicate CD – ROM and they find MCALL, a flexible one.
a) 0-25% b) 26% - 50% c) 51%-75% c) 76%-100%

19. In MCALL, Students get an immediate response, for all type of Questions and they check. themselves with the inbuilt answers and they are satisfied with self-evaluation.
 a) 0-25% b) 26% - 50% c) 51%-75% c) 76%-100%
20. Students could access software to improve their Pronunciation, Vocabulary and Grammar and so they feel MCALL, a standard and a novel method of learning a language.
 a) 0-25% b) 26% - 50% c) 51%-75% c) 76%-100%

Staff Preference- Questionnaire

1. MCALL is really a boon to the Engineering Students as they are able to surf the Web for educational and cultural materials.
 a) Partially Agree b) Agree c) Disagree c) No Opinion
2. Students are highly benefited through MCALL, as they save their work, are able to upload files to their Professor in order to get feed back.
 a) Partially Agree b) Agree c) Disagree c) No Opinion
3. Engineering Students of various disciplines enjoy MCALL program, as it supports language learning with the use of Technology.
 a) Partially Agree b) Agree c) Disagree c) No Opinion
4. In MCALL, through repeated practice and immediate feedback on their reading and writing, students improve their fluency, accuracy and sophistication.
 a) Partially Agree b) Agree c) Disagree c) No Opinion
5. Students enjoy International versions of Microsoft word with accents, input editors and special characters for non – western alphabets and have access to features for checking spelling and Grammar in different languages.
 a) Partially Agree b) Agree c) Disagree c) No Opinion
6. In Multimedia language learning even the average students have become – familiar with key On-line resources such as dictionaries, encyclopedias and cultural Press sites for their second language.
 a) Partially Agree b) Agree c) Disagree c) No Opinion
7. In MCALL Students are encouraged to become autonomous learners who can continue to learn how to communicate, conduct research and present their ideas effectively using information technology beyond the confines of the class or semester.
 a) Partially Agree b) Agree c) Disagree c) No Opinion

8. The Real needs of the students are met in MCALL Program than in Traditional teaching.
a) Partially Agree b) Agree c) Disagree c) No Opinion
9. With On-line search tools like search engines and indices, students can learn how to answer questions and adopt research tasks than through Conventional teaching.
a) Partially Agree b) Agree c) Disagree c) No Opinion
10. **MCALL** offers a good opportunity for student observation, grading and the learning of new ideas through technology.
a) Partially Agree b) Agree c) Disagree c) No Opinion
11. **MCALL** relieves a teacher from a lot of burden of Selection, Preparation and repetition of reading Material.
a) Partially Agree b) Agree c) Disagree c) No Opinion
12. Students of later generation prefer Power point Presentations and colourful Visual text with effective audio rather than age-old examination and tests based on text book.
a) Partially Agree b) Agree c) Disagree c) No Opinion
13. Students of **MCALL** Program become extremely poor in handwriting and they are unable to perform their motor movements required for hand writing.
a) Partially Agree b) Agree c) Disagree c) No Opinion
14. Multimedia software requires specific technical skills that must be learnt by the respective faculty before the multimedia package is used.
a) Partially Agree b) Agree c) Disagree c) No Opinion
15. Most Multimedia Material is Pre-Package as a complete Presentation and cannot be modified by instructors to meet the needs of their students.
a) Partially Agree b) Agree c) Disagree c) No Opinion

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