

Employing Multimedia to Enhance Listening skill in Higher Education

Prasanna Kumar* and Dr. Pramila Ramani**

*Research Scholar, Central University of Tamil Nadu, Tamil Nadu, India

**Assistant Professor, Central University of Tamil Nadu, Tamil Nadu, India

Abstract: This paper proposes, the importance of a new multimedia applications to improve effective listening skill and discuss its advantages. Recently it was obvious that the importance of the listening skill is growing but simultaneous negligence by the students in the way of giving more attention to this crucial aspect of language. This negligence has a huge effect in the progress of the learners in improving this listening skill. The present study aims at investigation of the impact of using multimedia to enhance listening skill so the higher presence of multimedia brings effective motivation, positive aspect to students and they can improve listening skill. Multimedia technology becomes more accessible and its potential as a tool to enhance listening skill, i.e., text, audio-visual aids, internet and integration of these media may prove to be a useful tool for second language learning and to assist in the development of listening skill. So the result of the multimedia was more effective than the traditional teaching technique.

Key words: Interactive multimedia, effectiveness, listening skill, self-access, motivation, positive aspect.

I. INTRODUCTION

Now a days, listening skill is no longer viewed as a passive process, there has been studies putting listening before speaking and considering placing speaking before listening in learning language as "to put the cart before the horse." (Vandergrift, 1999) It is defined as a complex skill that involves many simultaneous processes on diverse levels and engages a mixture of linguistic and non-linguistic knowledge. (Vandergrift & Tafaghodtari, 2010) Listening is the act of hearing attentively. Researchers have demonstrated that adults spend 40-50% with listening, 25-30% with speaking, 11-16% reading and 9% with writing. (Vandergrift, 2004) We listen more than we speak. If this listening skill is used in a proper way we can master the tools of communicative skills. Listening is difficult, as human minds tend to distract easily. A person who controls his mind and listens attentively acquires various other skills and is benefited. Listening is defined as the process of identifying and understanding the speech of the speaker of language. It is the language skill that is used frequently. It involves understanding the speaker's accent or pronunciation, speaker's grammar and vocabulary, and comprehension of meaning (Saricoban, 1999).

Good listening makes learners interactive in family, workplace and society. If listening skill is poor someone cannot distinguish between parts of speech so he cannot

provide a suitable response to show his apologizing, inviting, empathy, refusing, sense and interaction according to the situation. Further, poor listening skill does not allow a person into a profession in communication, management, planning sales etc. According to Hilga 94% of knowledge comes to us through the sense of sight and the sense of hearing. The studies suggest that three days after an event, people retain 10% of what they heard from an oral presentation, 35% from visual presentation, and 65% from a visual and oral presentation. (Rautro & Shivkumar, 2012).

Listening skill falls into the three categories.

- i) Passive listening: Listening for pleasure or entertainment
- ii) Active listening: Listening to learn and retain information.
- iii) Critical/Analytical listening: Listening to make judgement about what one has heard. Modern computer based technology fosters listening skills by providing multitude of opportunities for listening to spoken language.

Listening has been developed and advanced especially in media and in learning materials. Now a day the use of multimedia has become important which means that listening comprehension is no longer a cognitive process but an interactive process. There are many differentiations by different scholars concerning multimedia applications even though they share basic concepts.

- i) Uses of multimedia are any device which can be used to make the learning experience and more concentrate, more realistic and more dynamic.
- ii) Uses of multimedia are anything by means of which learning process may be encouraged or carried on through the sense of hearing or sense of sight.

As multimedia technology i.e., interactive video disc, CD-Rom becomes more accessible to teachers and learners of other languages. And many other technological innovations have taken the place of traditional chalk and board.

II. LITERATURE REVIEW

(Hofstetter, 2000) states that multimedia are the uses of computers to create and combine text, graphics, audio and video that allows users to interact, create and communicate.

The interactive multimedia mean the interplay between the user and the programme or media it means that there is a reciprocal relationship, the user gives response to the display programmes, in this case the students must be active to take role in this computer assisted learning. According to (Akinwale Olakunle Idris, 2015) Audio-visual aids help completing the triangular process of motivation, clarification and stimulation. (Rusmanto, 2012) argues that the interactive multimedia are things that can make the learning process more interest and motivation to learn.

III. BODY OF THE STUDY

This article reports an exploratory study that aimed to find out whether the listening competences of students improved when technology was deployed in language laboratory.

3.1 Need for Multimedia in Higher Education

Most of the higher education is being implemented through English as a medium of instruction (EMI). (Coleman, 2006) the adaption of English as medium of instruction (EMI) has been sweeping across the higher education landscape worldwide. Students entering higher education have studied from their different vernacular region. There are fewer chances to study higher education in their mother tongue. And also local studies have shown there are a huge communication connection and cultural gaps between students and instructors in a typical classrooms setting of lecture delivery in English language. (Crystal, 2003) Being able to understand English as a second language (ESL) allow to communicate and accomplish higher education successfully therefore use of multimedia will enhance all language skills in higher education effectively and progressively.

3.2 Uses of multimedia to enhance listening skill

(Richards, 1985) listening competency as being comprised of a set of micro skills and they are as follows:

- i) **Retention of information in short term memory:** Most current multimedia application allows the students control over the rate of language presentation that is to better understand and remember the aural text.
- ii) **Discrimination the sounds of the target language:** The synchronized display of text along with the aural text assists the learner in distinguish phonetic grouping and boundaries.
- iii) **Recognize patterns of stress, rhythm, and intonation:** When specific words are stressed and patterns of intonation used learners can be cued to closely examine the visual and spoken reaction of interlocutors in the video presentation.
- iv) **Process different speech styles different rates and performance errors:** Rate and style of audio naturally vary according to genre of the video selection. for example; exemplify slowed speech

Interlocutors speak slowly and deliberately so the joke can be proceed and understand.

IV. DEVELOPING LISTENING SKILL THROUGH MULTIMEDIA

In this article integrative active listening learning integrated with attitude, knowledge, and behaviour to achieve listening goal. (Arono, 2014) **Flowerderdan miller** paid attention much to integrative listening like pre-listening, while-listening, and post listening. Thompson also described active integrative listening which could be done into some steps like prepare for listening activity and implement new goal in listening activity.

Stage I (pre-listening): There were some preparation like noticing and reflecting key words.

Stage II (While listening): The students did listening process by clarifying meaning and performance effectiveness.

Stage III (post listening): Students reflected listening purpose by deterring whether listening result accept or not accept.

There are many choices of listening material in multimedia such as., text, audio-video technique, internet, etc. (Miller, 2003) Developing listening skills with Authentic materials by Lindsay Miller (2003) specifies the following techniques for developing listening skills.

- **Text:** since multimedia is usually defined as the integration of sound etc strictly it is performance not constructed.
- **Audio-visual technique:** According to (Patil, 2010) "Audio-visual aids gives vicarious experience i.e., it is beyond doubts that the first-hand experience are the best type of education experience. And it is helpful on attracting attention it is very helpful in creating an appropriate atmosphere for arresting as well as retain the attention and interest of the students in the classroom. (Ikeuchi, 'Listening comprehension and the use of Audio-Visual Aids at Home'). Audio-visual aids are anything by means of which learning process may be encouraged or carried on through the sense of hearing or sense of sight. (Good & Kappa, 1973).
- **Internet:** with the right software, of using images and audio resources at the same time, combining sounds and images as in communication situations in the real world there is plethora of educational video and audio material available on line, such as google.com. for instances.
- **Skype:** It is an application uses as a part of listening development process throughout the world today. It is an internet-based application that enables voice over internet protocol (VOIP). These are similar on line applications such as MSN messenger and google talk.

- **Internet TVs and radio:** they can be used to develop listening comprehension skills of a students in an entertaining atmosphere how can there is a relatively new emerging phenomenon i.e., you tube .com, television /radio shows news, documentaries ,music videos and any videos beyond the imagination of people are one click away.
- **BBC:** It has been publishing books, audio/video materials and so on, BBC has prepared an English learning page which is one of the best its kind maintain the publications at <http://www.bbc.co.uk/learning> English. BBC provides the visitors with quizzes, videos ,podcast and games as well as radio archives and voice recording.
- **Music:** songs can be highly useful for developmental process of listening skills of a student Eg: **Karokeit** means it is also beneficial that it requires a recitation which eventually leads to improvement in listening and speaking skills.

V. CONCLUSION

Uses of multimedia as a technology that supports to enhance listening skills development in second language is strong arguments supportive of multimedia processing as a means of listening skills development emphasize.

- a) the role of test and visual as media to language processing within the aural test.
- b) the motivational aspect of video as an advantages for language instruction is clear, no technology can replicate the linguistic growth derived from human interaction and learning media with interactive multimedia was better to improve students listening skill but two way active negotiation of meaning considered essential to successful language learning is simply not possible via multimedia .

BIBLIOGRAPHY

- [1]. Akinwale Olakunle Idris. (2015, July-September). The Effects of Audio-Visual Materials in the Teaching and Learning of the Speaking Skill in Junior Secondary Schools. *International Journal of Social Science and Humanities Research*, 3(3), 50-58. Retrieved November 22, 2017, from file:///C:/Users/Pramila/Downloads/The%20Effects%20of%20Audio-Visual-2010.pdf
- [2]. Arono. (2014, January). Improving Students Listening Skill through Interactive Multimedia in Indonesia. *Journal of Language Teaching and Research*, 5(1), pp. 63-69. doi:doi:10.4304/jltr.5.1.63-69
- [3]. Coleman, J. A. (2006). English-medium teaching in European Higher Education. *Language Teaching*, 39(1), 1-14. Retrieved November 22, 2017, from <http://oro.open.ac.uk/5189/>
- [4]. Crystal, D. (2003). *English as a Global Language*. New York, USA: Cambridge University Press. Retrieved November 22, 2017, from http://culturaldiplomacy.org/academy/pdf/research/books/nation_ranking/English_As_A_Global_Language_-_David_Crystal.pdf
- [5]. Good , C., & Kappa, P. (1973). 'Dictionary of education' in *The Role of Audio-visual Aids in Improving EFL Learners' Listening Skill*: . New York: McGraw-Hill. Retrieved November 23, 2017, from <http://dspace.univ-biskra.dz:8080/jspui/bitstream/123456789/4801/1/Dissertation%202013.pdf>
- [6]. Hofstetter, F. T. (2000). *Multimedia Literacy*. McGraw-Hill College; 3rd edition. Retrieved November 22, 2017, from <https://docs.google.com/viewer?a=v&pid=sites&srcid=dWRlbc5lZHV8ZnJlZC1ob2ZzdGV0dGVyYfGd4OjM3OGY1YTY2YTA0ZjY0YTc>
- [7]. Miller, L. (2003, April). Developing Listening Skills with Authentic Materials. *ERIC: ESL Magazine*, 6(2), pp 16-18. Retrieved November 23, 2017, from <https://eric.ed.gov/?id=EJ666368>
- [8]. Patil, V. (2010). *Importance of Audio -visual in teaching Methodology*. Retrieved November 23, 2017, from <http://www.articlesbase.com/tutoring-articles/importance-of-audio-visual-in-teachingmethodology-3667855.html>
- [9]. Rautro, & Shivkumar. (2012). Significance of Audio Visual Aids in Teaching. *Indian Streams Research Journal*, 2(9). doi:10.9780/22307850
- [10]. Richards, J. (1985). Planning for proficiency. *'Prospect' in FOCUS ON THE LEARNER*, 1(2), 1-17. Retrieved November 23, 2017, from https://scholarspace.manoa.hawaii.edu/bitstream/10125/38634/1/Richards%20%281986%29_WP5%281%29.pdf
- [11]. Rusmanto. (2012). *Media pembelajaran multimedia*. Retrieved November 22, 2017, from <http://ojonx.wordpress.com/2013/01/21/media-pembelajaran-multimedia-interaktif-yang-baik/>
- [12]. Saricoban, A. (1999, December). The Teaching of Listening. *The Internet TESLJournal*. Retrieved from <http://iteslj.org/Articles/Saricoban-Listening.html>
- [13]. Vandergrift, L. (1999). *Listening: theory and practice in modern foreign language competence*. Retrieved from Centre for Languages Linguistics and Area Studies: <https://www.llas.ac.uk/resources/gpg/67>
- [14]. Vandergrift , & Tafaghodtari. (2010). Teaching L2 students how to listen does make a difference: An empirical study. *Language Learning*, 470-497.
- [15]. Vandergrift. (2004). *Listening to learn or learning to listen? Annual Review of Applied Linguistics*, 24, 3-25.