

COMPREHEND VERBALIZATION THROUGH “VIRTUAL PLATFORM”

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ABSTRACT

This paper is an attempt to determine the effectiveness of using virtual platforms for classroom teaching to enhance oral fluency. The key question that triggered this study was, “Are the students in India are fluent in speaking English, even after being taught for twelve years in an English class?” this further raised another question, “Will the implementation of modern updated technology of Multimedia in Language activities, would enhance Oral fluency?” This Language Learning in Indian schools later discusses the essentiality of Communication skills for students and confers the prevailing conditions of communicative problems faced by students and teachers. Later moves on to discuss the impact of technology and Multimedia in teaching and learning of language. Further discusses the research question, hypothesis, area of research, general objective, specific objective, statement of the problem, and concludes.

KEYWORDS: *Virtual, Verbalization, Tools, Language, Oratorical, Spontaneous*

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INTRODUCTION

Verbalizing in India

Young India is flooded with knowledge and every student has got an unique talent that has to be brought out to the entire world. One of the major barriers to the successful upbringing of these talents is poor communication skills in English. Communication without information is useless and also the information with poor communication would also be used less and thus will ultimately become useless. Learning English has become the need of the hour because it is the global language.

Teaching speaking skills is like an art that when intricately woven with special attention and creativity can achieve the desired result. In this modern world, speaking English has become an inevitable part of surviving. Therefore the demand for ESL is increasing day by day. It has become an aim of every student to speak English spontaneously and fluently. Earlier and even today in most of the Indian schools, it seems to be assumed that the student would just improve their communication skill somehow in the general process of learning English as a second language. It also seems reasonable to think that the student would acquire this skill while learning to write, read and listen. However, this process is a myth and would not produce the desired results.

We, in India, generally tend to think in our mother tongue and then translate it into English and then try to speak aloud. This whole process takes protracted time, and that is the major reason behind English language learners (ELLs) finding it difficult to speak English fluently. Instead, if proper practice is given to the students to think in English and speak

fluently then the rate of speaking fluency would be much more fluent. ELLs confront many problems with these skills because of the wide differences in accent, phonological patterns, sentence and morphological structures and semantic nuances, etc., between Indian languages and English.

Our modern life is highly affected by the era of information technology. Therefore it is indispensable to take advantage of the modern technological facilities in aiding the task of English language education. Students trying to learn English as a second language need further language support. „They need to practice in hearing language, reading language, speaking language, and writing language in order to develop their experience and skills” Ybarra & Green (2003). For doing such tasks, they are in need of using various tools which can help them learn the language easily and effectively.

Multimedia Computer Assisted Learning and Multimedia Computer Assisted Teaching tools seemed to be a boom in the field of teaching English as a second language. The use of MCAL in English language classroom is beneficial for both teachers and learners. Currently, there are numerous software application programs available such as vocabulary, grammar and pronunciation programs, spelling check utilities, electronic workbooks, reading and writing programs, and different learning packages to assist instructors in creating tutorial exercises to enhance their English language courses.

There are situations when knowledge and concepts cannot be expressed by words alone and hence only text based environment is inadequate for effective learning. The process of knowledge acquisition can be more effective, if the learners can experience an event through computer simulation incorporating multimedia in a various way. Multimedia technology empowers the teaching and learning process. It allows teachers to include multiple media into the teaching methodology and thus makes learning more interesting or even more motivated.

Speaking does not mean merely uttering words through mouth. It means conveying the message meaningfully. Most of the students in India learn English as a subject, rather than as a language, which is the cause of the problem. According to Carl Rogers (1969), it is not upon physical sciences that the future will depend. It is upon us who are to understand and deal with the interactions between human beings. To express thoughts, ideas and feelings with others in a way people will understand, is the ultimate purpose of communication. Good communication has little to do with a large vocabulary. All it has to do is convey the intended message clearly and effectively. We can group speaking and listening skills together and reading and writing skill together in the genre of language learning. The reason for this is the fluidity in oral communication. When we read, and if we do not understand then we can always have the option of re-reading for clarity. Every learner wishes to be able to communicate orally using the language which they use in real life situations.

The prevailing condition of communicative problems faced by students and teachers learning can be a seed only when it is practically implemented, otherwise it would be considered as just a weed. So, if the students do not find any opportunity to learn as to how to use the language freely and spontaneously, they may lose interest in learning. However, many classroom observations in English Language Learning (ESL) speaking classes have proved that the primary focus of most of the ESL teachers have always been on reading and writing skills, rather than on speaking and listening. Thus result ultimately proves that lack of instruction focused on fluency development hinders learning in ESL classes.

In this competitive world, learners have to be moulded with qualitative and quantitative learning. Every class is expected to be embedded with loads of innovative ideas of the teacher. Teacher has to take the position of an artist and thus teacher has to be well equipped and updated of the modern technology based innovations in teaching.

The conventional teaching methods such as grammar translation etc. are ultimately based on theory and rarely use

practice. They are generally not exciting and fail in the motivational aspects. The classical methods are generally slower than the modern technical ways in learning the English language. The conventional teaching methods are almost teacher centred, while the modern teaching methods give more preference to the student's role in the learning process.

Language teacher has long been searching for effective ways to render the learning experience in class as true to life as possible and to assist students in developing necessary independent study skills. Thus students trying to learn English as a SL need more language support.

TECHNOLOGICAL TOOLS

The present era assigns new challenges and duties on the modern teacher. The trend of English language teaching has been drastically changed with the remarkable entry of the new technologies. Technology provides many options for making teaching interesting and more productive to create positive changes.

Graddol (1999) states that, “Technology lies at the heart of the globalization process; affecting education work and culture”. The use of English language has increased rapidly after 1960. At present the role and status of English is that it is the language of social context, political, socio-cultural, business, education, industries, media, library, communication across borders, and key subject in curriculum and language of imparting education”. Since there are abundant of English learners in India, different teaching methods have been implemented to test the effectiveness of the teaching process. One method involves the use of multimedia in the learning of English language. Technology is utilized for the upliftment of modern style because it satisfies both visual and auditory senses of the students. According to David Graddol (1999), “It is the language at the leading edge of scientific and technological development, new thinking in economies and management, new literatures and entertainment genre”. Fluency as well as proficiency is the ultimate aim of the language learners. Multimedia Language Lab becomes an effective tool and strategy. Growing impact and influence of information technology on society and education has resulted in a significant growth in language teaching and learning. Use of computers in ELT has brought about a drastic change in the educational and social roles of the teacher and learner and multimedia is one such boon which could create better result, if judiciously used.

Although nothing can fully replace an experienced teacher, technology has done much to assist teachers in their efforts in the classroom. There are many techniques applicable in various degrees to language learning situation. The teachers should appreciate new technologies and functions where they provide judicious usefulness but these technologies should never let machines take over the role of the teacher.

VIRTUAL MEDIUMS

Multimedia is the combination of different content forms. It includes a combination of text, audio, still images, animation, video, or interactivity content forms etc. It is usually recorded and played, displayed, or accessed by information content processing devices, such as computerized and electronic devices, but can also be part of a live performance. Flipping the classroom is the need of the hour. The world has come to grasp, the vast aspect of teaching and learning due to the boon of multimedia technology. A judicious use of multimedia in a language classroom offers a platform with a sense of reality which in turn greatly triggers the learner's interest and motivation to study and participate in class activities and enhances oral fluency. Teachers can adopt multimedia resources to develop materials to meet the individual's need. Myriads of multimedia technology can be used innovatively like online speaking avatars, which are easy to create and open up many educational platforms. They can connect visualization with spoken content and create an outlet with fun. Multimedia has become a boon

to the learning community. But only a judicious use of this multimedia boon in the classroom would make it effective.

The solution for the demanding need in ESL is a challenging course which could be best possibly solved through the new technology such as multimedia. Recently, multimedia has brought a drastic change in the world and now is revolutionizing education. Multimedia's innovations are providing a range of possible solutions that can develop teaching and learning English as a second language. The incorporation of recent technologies in traditional face to face classrooms has changed the way people teach and learn. Therefore, using multimedia based programs in traditional ELL classes has revealed to be a powerful teaching medium (Harstell Yuen, 2006; Shepherd, 2003) because it proved to be a successful technological medium to grab the students' attention and motivate them to learn and in addition, students are able to present and face authentic situations which they might not get in the opportunity to see in real life situations.

Reflective listening through multimedia encourages the other person to disclose their feelings, thereby helping them to understand their emotions and move towards a solution to the problem. Student's challenges in communication are both attention and language. The need of the hour is to make the student's understand and be focused. The age old chalk and talk method is not much effective in today's modern world and now the judicious use of multimedia would inculcate enthusiasm to grasp language within the learners.

A cognitive theory of multimedia learning has been presented earlier by many researchers, which is based on three assumptions suggested by cognitive science research about the nature of human learning. Zheng (2008) explains this research as, the dual channel assumption, the limited capacity assumption, and the active learning assumption.

The dual channel assumption is that humans possess separate information processing systems for visual and verbal representations. For example, the animations are processed in the visual or pictorial channel and spoken words such as narrations are processed in the auditory or verbal channel. The limited capacity assumption is that the amount of processing that can take place within each information processing channel is extremely limited. The active learning assumption suggests that meaningful learning occurs when learners engage in active cognitive processing including paying attention to relevant incoming words and pictures, mentally organizing them into coherent verbal and pictorial representations, and mentally integrating verbal and pictorial representations with each other and with prior knowledge. This process of active learning would results in a meaningful learning outcome.

LANGUAGE RESOURCE TECHNOLOGY

Using multimedia in the classroom will positively affect both the teachers and students. The teacher would play the role of facilitator or guide, rather than playing the central role. Multimedia allows the students to be more active with opportunity to communicate. By being active the students are more likely to generate their own choices on how to obtain, manipulate or convey the message. Thus builds higher confidence level and increases zone of proximal development.

A multimedia teaching should not be viewed as time consuming task. It should be considered as something that causes students to get excited about learning more about traditional and modern content and to apply the learning relevantly. Thus the students would look at traditional content actively when innovative teaching becomes part of the learning process. Every human being are directors in their own world because everyone has the tendency to imagine and create new form from the learnt things. Thus learning becomes more effective when pictures and words are used instead of words alone. This could be said as the simple proposition of multimedia learning. Therefore Using technology in learning a SL has become a real necessity nowadays. Multimedia is being viewed more as an integral part of the learning activity and as a means by which

skills are transferred to learners. Theory and practice in SL learning activity can be matched together by the use of modern multimedia technology. Modern innovative multimedia ways should be followed for effective learning and teaching of the SL. Teachers have been incorporating multimedia in their classroom for years. Thus, this concept of using multimedia in language learning is further analyzed in this study with special focus on enhancing oral fluency.

HYPOTHESIS

Multimedia Computer Assisted Learning Tool (MCALT) could help the students to boost their communication skills. Implementing MCALT would increase excitement and would enhance the student’s attentive level. Incorporating MCALT in classroom would generate active participation of learners. Recalling and applying knowledge would be better enhanced through MCALT. MCALT would control over the level and speed of information gaining and communication. Freedom to access information according to the needs of ELLs could be done through MCALT.

STATEMENT OF DILEMMA

In the subcontinent, most students have taken English as secondary language for at least ten to twelve years before they enter college. However, most of the ELLs remain insufficient in their ability to use the language. They usually learn English as a subject but not as a language. The monotonous materials and age old method of teaching verbalizations are the major reason for the lack of motivation to communicate fluently. Thus there is a need of judicious use of innovative multimedia based learning in SL classrooms which would enhance oral fluency of the Speakers.

CONCLUSIONS

This paper has dealt with introduction of ESL in Indian schools and discussed about the research question, hypothesis, objective of the study and gave a broad introduction on the essentiality of communication skill for students and confers the prevailing conditions of communicative problems faced by students and teachers, innovative use of latest technology, multimedia and its effect on students for Language Learning.

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