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Using Videos And Multimedia In Teaching Foreign Languages For Slow Learners

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ABSTRACT

In this article shown that using video materials is of practical interest to language program designers and administrators, who want to attract slow learners to programs that will help them to learn with their needs and interests, to teachers, who would like to use pedagogical techniques that reinforce and develop slow learner's frequency to procure foreign languages, and to learners themselves, who are facing difficulties in terms of speaking and listening.

KEYWORDS

Foreign languages, audio-visual material, traditional education, slow learners, positive effect, target language, linguistic competence, educational achievement.

INTRODUCTION

We know that English language is an international language in the world. So that teaching English has become very important and popular in the several years and is being highly acknowledged and recognized by educational institution in our Uzbekistan too. For this our first president Islam Karimov On December 10, 2012 signed a decree "On

measures to further improve foreign language learning system". According to this decree, all the stages of education system should continuously work on learning and teaching FL. But our learners or children are having difficulties in the process of learning. In order to achieve main goals in the methodology teachers should teach or motivate our learners with a help of modern technologies. One of the best ways of the teaching English is using videos in teaching foreign languages. Actually, Video is one of modern technologies used as an audio-visual material in foreign language classroom and gives more chance to slow learners.

In fact, learners with below average cognitive abilities whom we cannot term as disabled are called slow learners. They struggle to cope with the traditional academic demands of the regular classroom. Obviously, slow learners are normal students but the problem is that they are simply not interested in studying under traditionally accepted system of education. Slow learners should not be confused with learners in need of special education or reluctant learners who are non-cooperative. A learner may fail to excel in some classes or in some subjects but it does not imply that he or she is a slow learner.

Every child is special. As every child is different, there is every possibility of improvement, sooner or later. The source of energy is lying within them but the only thing is to stretch the hand of confidence towards them which will solve their problem and improve their quality. The teachers and guardians may resort to some of the teaching aids available to special education learners that may enhance interest of slow learners and help them get involved in the learning process.

MAIN PART

Learners could learn more quickly if the teaching methods used match their preferred learning styles. This has a further positive effect on learning and teaching process. And using the suitable learning styles was achieved great opportunities to identify slow learners abilities. Actually, slow learners vary from reluctant learners. A slow learner to begin with wants to learn, but has a problem with the process. A reluctant or hesitant learner is not motivated and can also be passive aggressive, creating more problems for teachers and parents through non-cooperation. Reluctant learners seldom have learning disabilities.

In this case using videos in teaching is more effectively way to improve slow learners' competence. It gives learners clear concept clarity, as everything can be visualized and explained in detail. Moreover, children who are good visual learners have a lot of advantages studying from videos. They can learn more efficiently and it helps retain and maintain interest for longer periods of time.

Videos, like other theme-based materials, are effective springboards for other content-based classroom activities. They provide background information and proper stimuli for subsequent reading, writing, speaking and listening activities as mentioned by Stoller (1993, p.3).

As Tomalin (1991) observed, the use of video in the classroom is highly motivational for slow learners. They are stimulated to acquire new words and phrases, while they are learning about the target culture and they are receiving renewed input of the target language.

Moreover, video materials have plenty of advantages in English teaching for slow

learners which could be embodied in the following aspect:

- It gives students clear concept clarity, as everything can be visualized and explained in detail.

- Video visuals tend to be more interesting and engaging, when compared to text.

- Teaching English with video materials can stimulate learners' autonomy and proactivity.

- Video materials enrich classroom activities, motivate learners' passion for English learning and help to hold their attention in the classrooms.

- It helps retain and maintain interest for longer periods of time.

- It provides an innovative and effective means for educators to address and deliver the required curriculum content.

- Videos are mostly very demonstration-friendly and etc.

RESULTS

Harmer (2001) suggested "students learn more quickly if the teaching methods used match their preferred learning styles". As learning improves, so does self-esteem. This has a further positive effect on learning. Students who have become bored with learning may become interested once again. The student-teacher relationship can improve because the student is more successful and is more interested in learning. So that slow learners or educationally backward children needs special

attention and care for being duly helped in educational achievement. If teachers have clear goals in mind and plan the teaching process and strategies with video materials and can improve slow learners' comprehensive linguistic competence, their cultural awareness and their aesthetic appreciation skills.

Media plays an important role is everyone's life. The vocabulary related to media is rich and extremely varied. Essentially, there are two main types of media related vocabulary: vocabulary related to printed word and vocabulary related to the spoken word as used in broadcasts either on radio, TV or through the internet.

There's no doubt that the media plays a huge role in everyone's lives these days. From driving down the freeway and seeing a billboard to looking at photos of celebrities taken by the papparazzi in the tabloids at your local supermarket, everyone is someone's target audience for advertising.

One way to avoid advertising is by watching public TV. However, there are also sponsors for these TV stations. If you watch cable TV during primetime, you'll be bombarded with ads.

Some media isn't so bad. For example, you can subscribe to a quarterly academic journals. The articles are reviewed by a copy editor so the writing is excellent. In newspapers, check the by-line on articles, so you can follow the authors online. Another idea is to read editorials to get important opinions on trending news. Some TV stations also have great news coverage, including embedded reportersthat visit war zones to cover the news on the scene. You can get an overview of the day's news by listening to the anchormen and

anchorwomen cover the stories of the day. Some TV channels get a scoop if they're the only on reporting on a story.

Finally, you can also depend on TV stations to provide public service announcements in case of an emergency. Usage of ITC resources is one of the important objectives in learning foreign language. Many studies have been conducted about the relationship between technology and language. Some of them have focused on attitudes of the participants while some have taken concrete test scores into account. Overall, the results of multiple studies seem to suggest that active leisure use of the Internet is beneficial for one's English skills. Reading online texts, both in one's own time and when assigned, are extremely good for acquiring necessary language skills. Linguists conducted a study exploring the correlation of language acquisition and reading for pleasure online. The result was that the pupils who spent more time reading on the Web scored better on reading tests. Furthermore, scholars studied ESL business pupils' approaches and attitudes towards learning vocabulary through Internet reading. In the study, he divided the participants into two groups, consisting of readers and non-readers. Interestingly enough, he also monitored the participants' vocabulary knowledge throughout an 8-week period. The results showed that those who were assigned to do online reading scored higher in the post-test. The youth themselves also feel that they learn through browsing the Web. Scientists studied upper secondary pupils' motivation in relation to learning English in the Internet. Aim was to chart how the Internet affected young people's motivation, skills and attitudes towards learning English. The results showed that over 80% felt motivated to learn English.

Vocabulary is also an area where teachers are asking for guidance on instructional approaches, strategies, and materials. As it is known multimedia, especially Internet and media are available in most schools that teachers could harness now to improve vocabulary learning, tools that capture the interest of pupils and that provide scaffolds and contexts in which to learn with, and about, words more profitably.

CONCLUSION

In conclusion gaining vocabulary is obviously an essential part of a learning a language. There are several important parts of this learning process:

1. Listening Carefully

2. Pronouncing the Words

3. Dramatization

All this actions may be produced with the help of Internet Tools. The Internet is a vast environment in which language is used in many ways. It provides linguists with many possibilities for study. show that online language has its benefits for encouraging creativity and interest in writing. Therefore, the thought that the Internet is beneficial for language learning is gaining support.

In principles of vocabulary instruction I have analyzed linguists' consideration about the concept of the relationship between technology and language. Scientists studied upper secondary pupils' motivation in relation to learning English in the Internet. Aim was to chart how the Internet affected young people's motivation, skills and attitudes towards learning English. The results showed

that over 80% felt motivated to learn English. All in all, young people view learning through the use of Internet positively.

Analyzing methods that use Internet resources to engage pupils in vocabulary learning we have found ten strategies of teaching English Vocabulary to primary school children:

1. Learn from visual displays of word relationships within text

2. Take a digital vocabulary field trip

3. Connect fun and learning with online vocabulary games

4. Have students use media to express vocabulary knowledge

5. Take advantage of online word reference tools that are also teaching tools

6. Support reading and word learning with just-in-time vocabulary reference support

7. Use language translators to provide just-in-time help for ELLs

8. Increase reading volume by reading digital text

9. Increase reading volume by listening to digital text with a text-to-speech tool and audio books

10. Combine vocabulary learning and social service

Including visual support for the word meaning, seeing it used in context, hearing it spoken and, ideally, having the learner speak it and get feedback on the pronunciation (either by a listener or by having the learner hear him/herself via a recording). These recommendations to improve vocabulary by encouraging wide reading, teaching words and word learning strategies, and promoting active learning and interest in words are very interesting.

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