Outlining the Theoretical Basis of Multimedia-based Instructional Package Aimed at Improving English Language Proficiencies

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Abstract: English is considered as the chief language of global speech and the lingua franca for financial, technical, and political discussions. Consequently, domination over the English language achieves chief place between the basis of entrance to higher education and employment opportunities specifically in a country like Iran. However, customarily "Chalk and Talk" approach is employed in Iranian classrooms, does not offer sufficient exposure to get the better of the English language proficiencies. Multimedia-based Instructional Package aimed at Improving English Language proficiencies (MBIP), may possibly demonstrate to be reasonably beneficial. This study outlines the theoretical basis to propose an operative MBIP as delivered by Mayer's Multimedia Learning Model.

Keywords: Multimedia-based Instructional Package (MBIP), Chalk and Talk, Multimedia learning, Cognitive model, English Language Teaching (ELT).

1. Introduction

Currently, English language is recognized as the foremost language of universal discourse and the lingua franca for financial, technical, and political discussions in addition to specialized settings such as direction and law. As stated by Crystal (2003), 85 percent of the global businesses use English language as their official language in their international interactions. Nearly 85percent of the worldwide main film companies and marketplaces use English too, and also 90 percent of the published papers in numerous academic areas, like linguistics, are written in English. One important reason for this is that it has second largest amount of speakers in the world (nearly five hundred million of English native speakers and about 510 second language speakers). Even in multilingual India, where hundreds of languages are spoken (according to census of India, 2001), English is known as a relating link between several states. English language, in the present day, is reckoned as a language of opportunity; preparing a gate to knowledge, authority and material wealth. An ability and knowledge on English language would be the most significant factor of access to higher education, job and social opportunity (National Knowledge Commission, 2007). This matter has led to people the world over turn to learn English language. Currently, a majority of city dwellers in addition to rural people in many

countries want their offspring to study English. Consequently, both private and state schools as well as English language institutes have expanded to meet the growing demand. This has expressively affected the strategy and training of primary and secondary schooling. In addition to this, the present English learning program in Iran allows seven years of English training at schools before joining the higher education world since English subject is required from sixth to twelfth. Though, as opposed to obtaining elementary communication skills, majority of them are incapable of speaking, reading or writing even elementary phrases in English language. The outcome is the terribly poor level of skill in English, marked by the research done by John Kurrien, Manager of the Centre for Learning Resources, an NGO based in Pune.

In this paper, one hundred students' English language abilities were studied in 8 rural and 2 urban state schools. Most of them were picked by their instructors as the top English users. They were requested to write sentences as much as they can about their beloved movie stars. Almost half of these "top" students were incapable of writing a single acceptable sentence, or at best only one correct sentence. While below 10% were capable to write more than five mistake-free sentences (Kurrien, 2008). This shortage of skills in English language gets a main interruption in entering the world of higher education especially for those who want to study abroad and explore career opportunities, as underlined by National Knowledge Commission (NKC). "School-leavers who are not sufficiently skilled in English as a language are continuously at a defect in the world of higher education". This drawback is emphasized later in the field of job, not only in specialized jobs but in white-collar careers largely (NKC, 2007).

So as to discover the influences for this inadequacy, present English learning and teaching (ELT) setting in Iran should be examined. The key factor impressing language learning seems to be the feedback that the student obtains. Stephen Krashen (2009) stated significance of effort, declaring that understandable involvement is all that is needed for second-language learning. Input-rich communicational settings are a requirement for a second language acquisition. But by what method this input will be designed and given is what really makes a change.

ELT (English Language Teaching) in Iranian classrooms

Typically, in Iranian schools, English language is taught by "Chalk and Talk" approach in which the principal aids are the whiteboard and the teacher's speech counter to the more informal child-oriented actions. In Iranian schoolrooms, instructors have a tendency to concentrate on repetition learning, mistakes or hard spots instead of on creative effort and pronunciation. But human awareness obtains a language in a setting that motivates several brain structures. Consequently, a language schoolroom ought to be like an intensive co-operational course where learners are exposed to the chances of being keenly included in making the L2. To achieve this purpose, technical advances offer sufficient chances. The tools like internet, new software applications, laptop computers and some devices like cellphones, smart phones, digital cameras, tablets etc. allow a teacher to project his training by a mixture of numerous content arrangements such as text, image, audio, video, graphics, animation and interactive component

which is termed as Multimedia. This might be combined into day-to-day class activity to surpass chalk and talk and so to create computer-based lesson plans amassing a chain of performances, text about a specific subject, and related pictures in several information designs. Multimedia authoring is able to bolster language learning over learning approaches like making visual projects, fluency training, and chances to produce true language, helping students' development more swiftly via the steps of language learning and attain skill. Multimedia-based Instructional Package for improving English language Proficiencies (MBIP) can be directed to form teaching and learning more communicating, cooperative, marked, important, and exciting.

Multimedia-based Instructional Package (MBIP) aimed at Improving English Language Proficiencies

1) Meaning

Multimedia-based Instructional Package (MBIP) is pondered as a functional design that employs several content outlines such as text, illustrations, audio, film, cartoon and interactive module to improve English language expertise using listening, speaking, reading and writing exercise. A multimedia instructional message would be a message covering texts and images aimed to advance learning. The message can be provided via any media, containing paper ones such as book-based messages, or computers such as computer-based messages. Words can be written or spoken; pictures can be still pictures such as pictures or photographs and dynamic graphics like cartoon or video clips (Mayer, 2001). It will be quite different from the means that use merely basic computer systems or outdated types of printed or handmade stuff. MBIP is typically recorded and played, presented, or retrieved by information subject matter processing tools, for instance the computerized and electronic ones; however, it can be a part of a live performance as well.

b) Elements

An MBIP includes digital modules relating script, audio, pictures, video, cartoon and cooperative elements to grasp several constructions, methods and rules of English grammar to make certain correctness accompanied by narratives, plays and poems in an arrangement of script, illustration, cartoon, audio or video format to aid a significant listening, advance pronunciation and situation-based phrases. It possibly will join virtual talks in several circumstances to grow functional language assistances together with drills linking altered content methods to support the learners to vigorously build the language in verbal and written arrangement. This offers chances to advance vocabulary, pronunciation and to follow language structures to inspire evocative listening, increase speaking ability, and make certain accurateness and speed in reading scripts and better presentation in transcribed form. It suggests method for students to adopt a second language and to test in a classroom setting. Since the learners are exposed to the L2 via decent means in an attention-grabbing and expressive form, they get aggressively engaged in the course of language structure. The following figure describes the

elements (having common characteristics in more methods than one) of a Multimedia-based Instructional Package aimed at improving English language proficiency (MBIP):
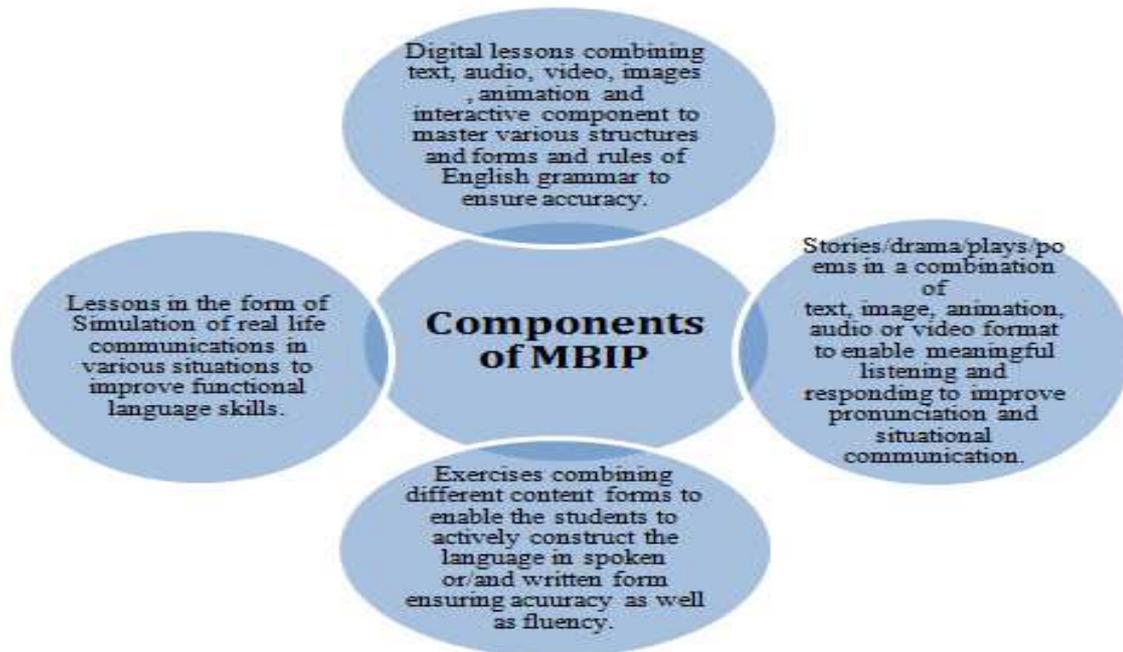
Components of MBIP-ELS

Production of Research Associated to MBIP.

According to its introduction, Multimedia is the liveliest topic in the area of research. Vast quantities of studies have been directed at various places on several age ranges of students with dissimilar kinds of multimedia teaching designs. Matlin (1989) discovered in his research that Multimedia used in a foreign language class can propose the true English materials suitably and precisely. It can support students' contribution by employing the multimedia combination of script, audiovisual, cartoon, and pictures to present the learning subject in a multi-dimensional technique. Matthews (1997) found the collaborative CD-ROM assisted coaching software in reading ability training and revealed that the students in trial arrangement who read short stories based on CD-ROM repeated the stories more utterly than those in the contrast investigational ones who read the paper-based short stories, which states that learning based on CD-ROM can make students understand text interplay, and keenly form the text in order to understand the text. Nwaocha (2010) proposes that multimedia performances can advance learners' comprehension skill, keenness, attendance and happiness. For instructors, applying devices or tools in teaching English language makes learner-centeredness and aids learners get keen. This lets them to learn language in relation to their skills, desires and favorites (Lu & Liu, 2011). Pooja and Sharma (2015) directed a research to examine the consequences of Computer Multimedia Instruction on theoretical accomplishment in English language of for the students of grade seven. On the heart

of the conclusions, it was proven that topics exposed to Computer Multimedia Instruction were more developed on accomplishment in English versus those who were exposed to outdated tutoring. According to the results above stated, it can be settled that shifting from an old-style "chalk and talk" technique to Multimedia training meaningfully develops academic accomplishment while elevating class room teaching. Multimedia tutoring will be recognized as a vital mechanism in the hands of the mentors to meaningfully improve knowledge of English as a foreign language. There have been numerous opportunities for investigation by increasing several instructional packages employing multimedia for students of various age ranges at diverse spaces. Consequently, education experts should progress better support of the circumstances, environments, resources and devices over which an operative MBIP can be proposed and combined in the teaching and learning of English as a foreign language (EFL) to develop the English language abilities of students.

Academic Foundation for planning an Operative MBIP

Learning principle during the past decade has been improved vividly due to employing multimedia. The prospects for learning and teaching via multimedia are almost infinite. But "how can we best plan an operative MBIP and evade the several potential drawbacks? The answer is offered by Richard E. Mayer, which he suggested a basis to plan an operative MBIP in his Cognitive Theory of Multimedia Learning using the bases of cognitive knowledge.

Multimedia learning Cognitive model

The major theory of the Cognitive Model of Multimedia Learning offered by Richard E. Mayer was that multimedia directional communications that are intended in view of "how human concentration works" are more expected to lead to deep learning than those are not. He founded the people are taught more intensely from words along with pictures than words only. It is upon the three cognitive learning ethics mentioned below:

1) **Dual path hypothesis**
The social information treating structure contains dual path for visual/pictorial and auditory/verbal treating.

2) **Limited capacity assumption**
Every single path has controlled capacity for treating.
3) **Active processing assumption**
Effective learning needs to perform a synchronized set of cognitive courses during the target language acquisition (Mayer, 2005).

Multimedia scholars commonly describe it as the mixture of text and pictures; they also propose that multimedia education happens when we form conceptual pictures from the words and pictures. Significant to this supposition is the point that these dynamic verbal courses are more probable to take place when corresponding spoken and graphic symbols are in working

memory together (Mayer, 2005). These words can be voiced or transcribed. Students learn better once they involve in related cognitive treating like joining to the related tools in the lesson, spiritually forming the tools into a comprehensible cognitive image and mentally mixing the related tools with their current awareness. Consequently, attaching images to words cannot create an operative instructional strategy to accomplish full multimedia acquiring. Therefore, Multimedia instructional strategy employs the cognitive study to unite words and images in various conducts to make the most of acquisition. Within the theoretic basis of the cognitive model of multimedia learning, effective learning happens once a student chooses, arranges and mixes matching verbal and non-verbal material. His training also indicates that students might involve in less detailed acquisition with mere texts, not joining what they have read by way of new or previous awareness. Following figure is a graphical design of the stages in this model.
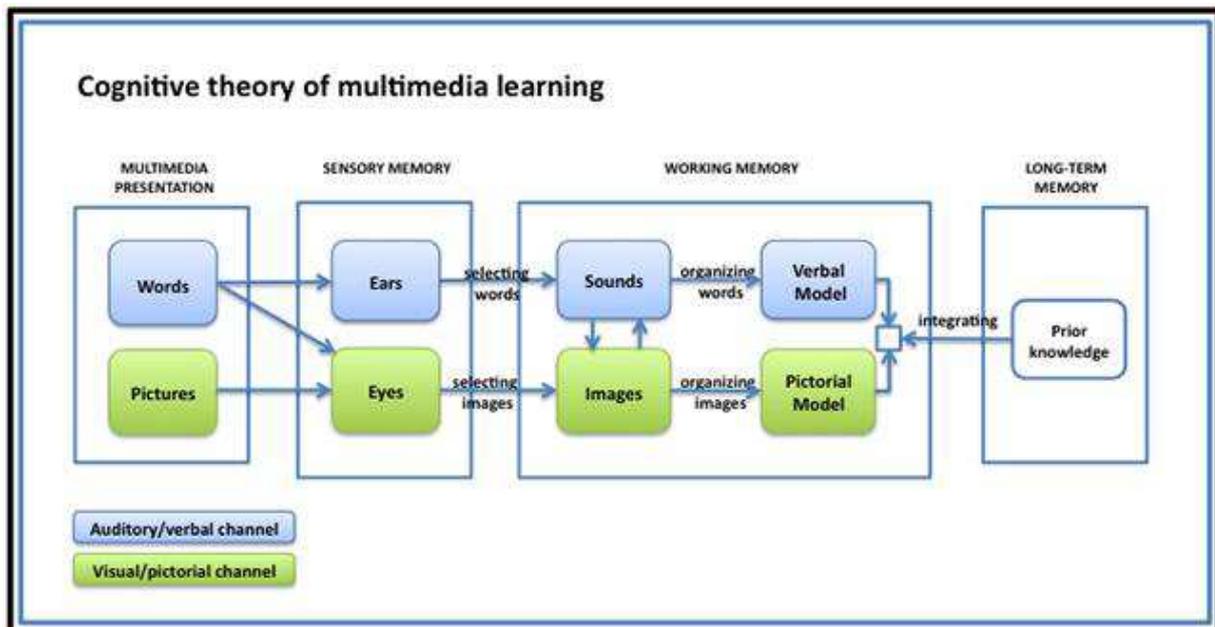
According to this, there will be two forms of theorizing the dissimilarity amongst the two paths; first one is based upon *presentation modes* and the second one is based on *sensory-modalities*. The presentation method concentrates on whether the performed stimulus is verbal (like spoken or written words) or non-verbal (like images, video clips, cartoons or background sounds). On the other hand, the sensory-modality method concentrates on whether students originally deal with the presented materials via their eyes or ears. In accordance with the sensory-modality methodology, one channel treats visually-offered resources and the other one treats auditory represented stuff. For the aims of cognitive model of multimedia acquiring, Mayer selected a cooperation in which he employs the sensory-modality method to mark between visually and auditory offered stuff in addition to a presentation style to classify the structure of projective-based and orally-based theories in controlling memory.

Mayer claims that deep learning using words and images takes place once the student involves in five cognitive developments:

1. Choosing related words for treating in oral working memory
2. Choosing related pictures for treating in pictorial working memory
3. Arranging chosen words into an oral mode
4. Arranging chosen pictures into a pictorial mode
5. Mixing the oral and pictorial representations with previous awareness (Sorden, 2012).

As for one share of his evidence-pursuing attempts for the teaching skill, Mayer (2009) classifies the twelve multimedia teaching codes which were settled from almost 100 researches during the past two decades. They are:

- **Coherence Principle** – students will learn better when unimportant stuff is ignored rather than involved.

- **Signaling Principle** – students will learn better when signals that stress the arrangement of the needed stuff are inserted.

- **Redundancy Principle** –students will learn better with cartoon and storytelling more than written forms only

- **Spatial Contiguity Principle** – students will learn better when equivalent words and images are employed close to each other instead of being far from each other on the sheet or display.

- **Temporal Contiguity Principle** – students will learn better when equivalent words and images are employed all together instead of in series.

- **Segmenting Principal** – students will learn better once a multimedia session is presented in user-controlled sections instead of as an unceasing section.

- **Pre-training Principle** – students will learn more intensely from a multimedia communication once they obtain pre-training in the terms and features of key elements.

- **Modality Principle** – students will learn better from pictures and storytelling than from pictures and written text.

- **Multimedia Principle** – students will learn better using words and images rather than using words only.

- **Personalization Principle** – students will learn better when a multimedia presentation is used in colloquial style rather than in formal ones.

- **Voice Principle** – students will learn better once the words in a multimedia communication are spoken by an open human speech instead of a device speech.

- **Image Principle** – students will not essentially learn more intensely from a multimedia arrangement once the speaker's picture is on the display (Sorden, 2012).

Conclusions about how to plan a multimedia communication continuously reveal an original notion of how persons learn even once the basic principle is not specified. To sum up, the model of multimedia communications is affected by designer's notion of how human mind functions. For instance, when a multimedia performance contains a display flooding with multicolor words and pictures, this reveals designer's notion of human acquiring. The designer's fundamental formation is that human mind owns a solitary path and limitless size and inactive treating method. Firstly, by not exploiting of audio method of performance, this plan is based upon a particular channel supposition, i. e. all material pass in the cognitive structure correspondingly irrespective of its modality. Secondly, it would be by offering so many facts. This policy is based on unrestricted capacity supposition i. e. human mind can deal with infinite amount of assumption. Thirdly, by offering several segregated parts of information, this strategy is based upon an inactive treating supposition. In contradiction of this, a multimedia instructional package based upon Mayer's dual passage, partial capacity and lively treating supposition and the twelve principles recorded above can be planned to make the most of learning output.

Therefore, Mayer's multimedia education model suggests a key theoretic outline by delivering strong information on how to plan an operative multimedia education. A Multimedia-based Instructional Package (MBIP), planned wisely to maintain this structure in mind, can verify much more active than the old-style "Chalk to Talk" technique. Combining multimedia for improving English language abilities can encounter with the experiment that the diversity and series of English learning conditions in Iran create in the presence of educators and students. In a situation, wherever normal learning setting is almost inattentive for a foreign language, such multimedia-based ideas is needed to be prepared as a minimum in the Iranian teaching spaces, so as to the language setting of deprived students can be improved in more methods than only one. The improvement of English language abilities utilizing these approaches will eliminate the obstacles to the entry of higher education, employment openings and public errands for Iranian students. They will be able to take on more imperative parts at nationwide and worldwide fronts.

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