FACTORS AFFECTING QUALITY OF ENGLISH LANGUAGE TEACHING

AND LEARNING USING MULTIMEDIA IN SCHOOLS

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Abstract

This paper examined the factor responsible for the poor quality of the teaching of English as a second language in schools. To guide the study three research questions were posed. The questions examined the following three variables: (1) Frequency of the use of instructional media; (2) Frequency of the use of media intructional techniques; and (3) The school learning environment.

It revealed that english language teachers do not frequently use modern instructional technologies and variety of teaching techniques in their English language lessons.

This paper addresses research into learners' perceptions of the usage of multimedia, self-evaluation of one's performance in individual practice and reflections on practical ways of improving students' skills. Some implications of research are suggested including a blended learning, i.e combination of multiple approaches to learning by harmonizing all language skills with classroom audition activities in teaching / learning English for Specific Purposes.

Keywords: English teaching and learning, multimedia, self-evaluation, reflections.

Introduction

Mostly, people know the word "education" as lectures and classes taking place in educational institutions such as schools and universities. In addition, it includes a positive interaction between instructor and different levels of students. There are numbers of important concepts relate to terms of education, such as E-Learning, dis-tance education, and adaptive learning. E-learning is meant to be the use of electronic media and information communication technology in teaching and education. E-learning is the use of media components such as words and pictures to convey content and knowledge. Multimedia technologies have emerged as a necessity to meet the challenges posed by the development of information technology in education. The utilization of multi-media technologies in teaching and learning is necessary and important nowadays due to its capability to deliver input learning easily. Multimedia refers to channels, gadgets, and machines, which transmit information to learners. It in-cludes text, graphics, videos, audios and pictures. The multimedia learning theory principles state that students acquire language better from input enhanced by text and pictures than with text alone. The utilization of information communication technologies in learning improves the learning skills and transforms the way of teaching as well

as learning across the board. It develops principles and increases participation between students and their instructors. Moreover, it improves results in students' levels. Recently, applying technology in teaching is essential and becomes an important part of education. However, the studies about multimedia in learning are very rare in Kuwait. For ex-ample conducted a study about the impact of application of Information and Communication Technologies (ICT) in learning and teaching English language in girls' primary schools in Kuwait. Her study aimed to rise on teaching and learning English subject in primary schools. The result of the study proved that teaching with the help of ICT was very effective and beneficial for both teachers and students. Moreover, another study in Kuwait investigated students and instructors' per-ceptions toward the use of mobile devices in learning, and to understand the challeng-es that affect its implementation. The results revealed that students and instructors had positive perceptions of Mobile Learning (m-learning), and believed that m-learning enhanced the teaching and the learning process. The study found some barriers to m-learning implementation. The results revealed that students and instructors had positive perceptions of m-learning and believed that online social media applications could develop learning and enhance communications between students and instructors.

Discussion

How to improve our vocabulary especially related to the six learning strategies SILL to the students of foreign language here the writer reveals six strategies presented by Oxford, and guessing intelligently from context. a. The six learning strategies of SILL

Learner should relate the already knowledge with the new vocabulary in English and try to use the new vocabularies in sentence, if necessary connecting the sound of new English word or imaging or picturing them. By doing so the learner will remember the words studied. To enlarge how to improve the learners' memory can follow several strategies that suggested by Oxford, for example: using rhymes to remember the new English word, using flashcard to amplify the students' memory. It is possible acted out the new vocabularies in the real situation and condition.

In addition the learners are also able to empower their vocabulary proficiency through another ways of reaching good vocabulary mastery through spoken and written oriented to obtain the mastery learners may follows the follow activities say it several times, try to take like native speaker. Here the learners should practice by listening cassette, television-opening dictionary to make sure the above proficiency use the English word in the different ways. To improve our writing write notes, messages, letters or report in English. Since above activities can be conducted perfectly and continually it seems will have the learners to improve the vocabularies,

Another way of learning strategies can be improved by compensation, here the learners can conduct several activities, namely doing guessing the unfamiliar English words. In communicative context learners can also use gesture or by elaborating new words to describe the new vocabulary. Other resources mention that in overcoming new difficult words learners do not translate word by word, because of creating new problems.

Another strategy of new vocabulary learners may also determine certain plan, here they set their goals of thinking about what they want to get out of certain topics, and then they move to monitor the process. They continue reading and decide to evaluate the vocabularies. To simplify the concept there are some activities by them, namely: try to find as many as the learners can and use their vocabulary. Paying attention when someone is speaking in English, finding out how to imitate the native speakers, looking for people we can talk to in English, finding opportunities to read as much as possible to obtain clear goals for improving the English ability. Finally thinking about the progress and learning English as the form of self-evaluation.

Another strategic of learning it is necessary to manage our mental condition because it related to the balancing of psychological strategies. To obtain the balancing learners should manipulate several activities to improve their vocabulary learning simultaneously. It is not only referring physical activities but also psycho activities. Here some solutions how to manipulate them: Try to relax whenever you are afraid of using English, encourage yourself to speak English, don't be afraid of making mistakes, and give reward yourself in you can do well in English. Write down your feeling in a language-learning diary, and then if needed talk to someone else. In short the writer concludes that this strategy will be beneficial for the learners because psychologically they will reach learning maturity by managing their emotional state totally.

The last strategy that suggested by SILL for the learners is connecting the learners' braveness and doing strategic way to share with the other people to manipulate their English proficiency. To elaborate the above strategy learners can do several activities, namely: ask the other if you do not understand. Ask your partner to ratify your English with the other partner and ask some other things in English, if it is possible try to learn the culture of the English speakers, because it necessary for you that learning language not only learning English itself but also learning its culture totally.

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