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The role of multi-media in the foreign language (Russian) classroom

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Abstract

In this study, in teaching Russian as a foreign language, the features and the aim of multimedia have been introduced, the effects to the students have been considered with and the importance of these tools (multi-media) has been emphasized. As a result, in our changing world it is obvious that in terms of education and teaching we can't continue only with traditional methods in the language classrooms. Because of this, there must be multi-media as a backup for teachers and students.

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1. Introduction

Teacher and textbook have formed the basis of the education for a long time. Today, by the help of the modern technology, the possibilities of teacher-education textbooks, as well as the combination of multi-media education in the classroom helping to ensure the different sources. In this paper, it is tried to put forward the idea of a more effective and permanent educational and instructional environment using some of the so-called multi-media materials at Russian lessons.

With the simplest expression, multi-media usage is a combination of multiple media elements (text, graphics, animation, sound, music, video, etc.). By using more than one media element, more than one sense of human beings are addressed. A student who faces with the multi-media elements reads, listens

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and also watches them and the information is internalized in a permanent way. Teaching Russian as a foreign language, due to the lack of being in a natural language learning environment, the use of multi-media tools make it even more necessary. So, today, the use of multi-media tools is increasing with each passing day. Multi-media tools are simple to use and practice and at the same time they are effective in increasing the levels of students' motivation, and they make the lesson more efficient.

In order to support the Russian language teaching in terms of practice and theory, the Russian language rooms must be arranged which have hardware and design to serve education of Russian language. Russian language rooms should contain a lot of materials and resources that students may need. Multimedia tools and equipment for the class of Russian language can be listed as follows:

2.

2.1. Visual tools:

Textbook, workbook, teacher's book, both countries' flags, (the National Anthem, as well as Turkish Youth's speech), Russia's national anthem, flash cards, word games, descriptive parts of the small, large images, feelings, thoughts and conversations developer (with the value of art), small pictures and wall paintings, posters, days, months, seasons, vegetables and fruits, plants, colors, animals, vehicles, alphabet and numbers, occupations, verbs, clothing, food tables, slides, an anthology of Russian poetry, short stories, interesting books that help the learners enjoy and read more , exemplary literary genres of books, dictionaries for different -levels, (basic-medium-high), sources including Russian verb conjugation, the most commonly used verbs, examples of textbooks, qualified reference books according to the class level, selection of books in Russian and the world literature, the pictures about texts of Russian textbooks, calendar in Russian, wall newspaper and billboard for advertisements, Russian magazines, Russian newspapers, Russian elders, prepared statements on the topics of course, add table, time table, table of word types, table of phonetics ,the tables indicating that the basic features of Russian language.

2.2. Audio tools:

The necessary audio equipment, the opportunity to listen to the Russian radio channels, Russian audio CDs, Russian music CD.

2.3. Visual and audio tools:

We must give place Computer, projector, Russian films, Russian short films, Russian cartoons, a television with satellite antenna, video, ads and documentaries (Kabadayı, 2001).

When the instructor supports the course by these multimedia tools, it is seen that, it is more effective on learners, and the level of motivation of students increase. Here, the duty of educators is to reach the entire relevant material, think about it, get prepared if he is informed before the class and teach effectively.

Numerous multimedia resources are available about language and literature when we teach Russian language. If the Theme is Pushkin, "Зимнее утро» we can access poetry on the Internet and we can have students both listen to it and watch it with subtitles and audio version after handing out the poem to students. In this part of my paper, I would like to mention some of the things are based on my own observations and experience during my master degree studies and my work (professional) life.

During my studies at master degree in Baku, when I was in a Russian lesson with a group of Chinese and Pakistani students, we didn't have a language in common to communicate with each other. They didn't speak English, Turkish or Azerbaijani. It was only Russian, the target language which we could communicate with each other.

Lack of language in common can cause that some students' to be easily distracted, lose interest and be demotivated in the course and many more various challenges may occur. I used these items at my

lessons to avoid the see numerated factors because I believe in the nature of supporting multi-media elements. For example, if I explain a word called 'ворона' (crow) to the students; first I explain it with the help of simple sentences, then I show students a picture of this bird with the explanatory letter on the screen with the help of the projection. I observed that students showed interest, the question marks scattered in their minds without dictionary when they saw something visual.

The instructor, in parallel with the subject, should attach short films, cartoons, movies, or longer films to his activities that are appropriate for curriculum to reinforce the information given into the lesson as well as often used the slides and audio CDs. These films can contribute to students' language development as well as personal development when topics are carefully selected and performed preliminary studies on topics of films. Simultaneous presentation of moving images and sound in a synthesis way provides the best opportunity in education. Because no other tool can reflect this much reality in a comprehensive and realistic manner. The films mustn't be chosen only to watch but also exercises and tests appropriate to the level of students should be prepared for these films.

For example, if our theme is 'school', I have students watch the movie with the relevant cartoon called "Смотрим Вселый Ералаш» after the necessary work and so I try to provide increasing students' motivation and attention. Before cartoon representation, making a preliminary study, chatting on the subject, writing new words, word patterns on the blackboard which they will hear for the first time, play the film after students learn these words ,this allows students to reinforce new words and I try to resolve the concerns in their mind 'what happens if I can't understand the words which I hear while watching the movie.'

If the literature theme novels named 'L. N. Tolstoy's 'Anna Karenina 'or M. Gorky's 'My University', we can show novel's movies after the necessary preliminary studies. Students can pass on their impressions about the film in Russian and as well as answer questions which are prepared about the film after watching the film. When they go home, they write a summary of the film, and they read it in the classroom. If necessary, acting like the movie characters in a role-play activity , students can improve both the language and their pronunciation. And also, students get an opportunity to learn better Russian language, culture, history, art, technology perspective, the lifestyle through these films and cartoons. In subsequent lessons by asking them questions, we can observe that knowledge into permanent knowledge.

It should be noted, however, that before the screening, the necessary preliminary studies must be done with students. Likely to hear the words and word groups in the film, major events should be told and written on the board or given in students' hand. The film can be given first with Russian sub-captions, and then according to the student's position, without subtitles. After or before the movie, students can be given true-false, multiple choice, filling in the blanks exercises. Students will focus on the plot by completing them. These activities are important for watching a film in order to persuade students to do it with a purpose and to understand the film more easily. Students should be aware of following the film in order to learn the Russian language and the culture better. When short or long films are used correctly, they enrich student's pronunciation, knowledge of vocabulary after a while.

Working on language development with students, teaching articulation is a difficult process. Making the right accent in Russian words is very important, otherwise it becomes unintelligible to the other party what we say or what we read. I often take support from audio recording devices for pronunciation. Firstly I read the text slowly paying attention to pronunciation, and then I read at normal speed if our text is not recorded on a CD, meanwhile, I request students to save my voice with the voice-enabled phones or voice audio recording devices. And then, I request them to record their own voices when the students read out the text. So, they find the opportunity to listen to the text with correct pronunciation at any time, they see their own shortcomings and correct answers as well as they have the opportunity to see their own development. In addition, today, a variety of computer programs that help pronunciation is worth the benefit. In our lessons, we must give importance to promote Russian culture as well as Russian language because language and culture are an inseparable unity. For example, we can have students watch

Tchaikovsky's 'Swan Lake' 'The Nutcracker' describing the Russian music, we can show students pictures of Shishkin and Repin referring to the Russian artists. When we talk about the Russian architecture we can talk about Sarleman, Melnikov and also show their works. If our theme is Russia's capital city, Moscow, we shouldn't be satisfied with just reading, we must try to ensure the integration of the subject student. We can have students watch documentary films about the city and show pictures, examples of paintings about Moscow. Students can create a composition and present in that light combining knowledge during the lesson they have learned and before the lesson, they can make a presentation in other lessons, so that they begin to use the language in an active way as well as boast self-confidence.

3. Conclusion

Researches show that the recall rate is about 20% knowledge acquired through seeing, seen and heard is 50% recall rate, both seen and heard, as to both experimental rate of 80%. In this aspect, multi-media information transmitted by visual or audio materials is permanently observed. In a study it is observed that students are very pleased with using multimedia elements, and they think that this experience is interesting, motivating and contribute to their education (Akkoyunlu, 2005: 9-18). To talk briefly about some of the benefits of multimedia elements; we can mention these in the following order:

1. Students' levels of motivation are increased.
2. Teaching and learning processes have diversity and change.
3. It provides more effective training and practice on the subjects.
4. Students are informed about the country's culture, technology, history and daily life while learning a foreign language thanks to the multi-media elements.
5. By the help of elements used by students they can obtain long-lasting information.
6. Multimedia elements help to create a language environment.

Through multimedia language items are to be performed as soon as possible and pleasurable endeavors in language teaching, from vocabulary teaching which is very important in language teaching to using the four basic language skills, the use of natural language idioms and proverbs teaching the many activities. At least, this activity will make them have more positive attitudes towards language learning over time.

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