



The Use of Multimedia-supported processes as a Method of Teaching Academic Writing

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ABSTRACT

Throughout the world, there is a consensus that academic writing poses a significant challenge to students at all levels of education. There are many reasons for this, but perhaps the most important is that it requires a different mental effort than many other kinds of writing. Academic writing requires precision, logical thinking, and an ability to support an argument with factual evidence. It also involves integrating secondary sources and displaying complex ideas in a concise and accessible manner. In addition to its demanding mental requirements, academic writing must meet specific standards of length, format, and style. This article investigates whether multimedia-supported processes to teach academic writing can reduce students' difficulties when learning this type of writing and improve their final performance in this area. A multimedia-supported process is a method of teaching and learning that integrates and integrates technology use in specific ways to facilitate and enhance the teaching and learning process. Some critical components of multimedia-supported processes are The integration of technology in teaching and learning, A focus on the process of teaching, learning, and research as they unfold, and A strong emphasis on collaborative learning, collaboration, and communication.

Introduction

In recent years, the use of multimedia technologies for language instruction has gained momentum. This review was conducted to comprehend the current trends in multimedia integration and writing instruction. The discussion presented in this paper is organised thematically. The first section of this paper addresses the justification for multimedia integration. Subsequently, Multimedia instruction-related research studies are analysed in depth. The fourth section discusses contemporary research on multimedia integration and writing instruction. Different researchers have distinct definitions of Multimedia. "Multimedia combines text, video, animation, audio, graphics, visuals, and interactive applications," as stated by Lee and Shin (2011). Among the four macro English language skills, writing is prioritised in the curricula of universities throughout India. It is a skill for which students are evaluated and declared to have passed or failed exams. According to Graham (2007), most adolescents do not acquire the necessary writing skills for success in school, the workplace, or their personal lives.

Why is Multimedia Integration Important?

Warschauer and Healey (2000) say that since the 1960s, multimedia technologies have been used to teach language. According to them, multimedia will play an increasingly important role in teaching and learning in the future. They suggest that teachers use a combination of multimedia to teach students, including text, images, sounds, and video. Kern and Warschauer (2000) found that people use technology more frequently, especially in the last 20 years. So, teachers are finding new ways to use it in the classroom. Gunduz (2005) says that the rise of multimedia computing and the Internet can be linked to the fact that computers have become a meaningful way to learn languages. This development now confronts scores of language teachers worldwide. By renowned researchers, Multimedia has positively impacted teaching English in EFL and ESL contexts. According to Nerantzi & Gossman (2015), ICT environments can promote collaborative learning and improve learners' engagement and performance.

Conceptual Model of Multimedia Learning

Mayer and Moreno (1998) describe CTML as having fundamental premises. Dual-channel hypothesis, limited capacity hypothesis, and active processing hypothesis. According to the dual channel premise, words and visuals provide people with more effective learning than just words. The third premise of Mayer's (1998) model is the assumption of active processing. According to this theory, people construct knowledge meaningfully when the instructor organizes the material coherently and relates it to their existing knowledge. A significant aspect of active learning is the construction of knowledge by learners, which is demonstrated by their application to new situations. Mayer (2005) suggested using his principles to design multimedia tasks effectively in ESL writing classrooms.

Sr. No.	Basic Principal	Outcome of Principle
1	The Principle of Multimedia	Learning can be effectively achieved through the use of visual contexts. A multimedia approach greatly facilitates learners' understanding of concepts. Students learn better when lessons contain words (printed or spoken) and pictures (illustrations, photos, animations, or videos)
2	The Principle of Modality	A combination of visual and auditory presentations is most effective in facilitating the acquisition of information by most learners. As an alternative to visuals and on-screen text, the instructor might use visuals and audio narration to instruct his students on how to interpret statistical bar graphs.
3	The Principle of Coherence	A multimedia presentation can be improved by eliminating unnecessary information. The addition of exciting but irrelevant materials to multimedia courses may distract students
4	Signalling Principle	As a result of this principle, learners are encouraged to focus on the lesson's core elements, reducing the amount of cognitive overload they experience. Understanding the concepts is made easier through this method.
5	Principle of Temporal Contiguity	Learning is more effective when text and visuals are presented simultaneously rather than sequentially. A simple example would be to show a reader and a visual on the same slide rather than on separate slides.
6	Pre-training Principle	Providing users with pre-training can make it easier to handle processing complex materials. For example, if beginners are pre-trained on multimedia software, they will find it easier to use in the classroom.

As a result of the principles postulated by Clark & Mayer (2011) to design materials, this section presents some essential studies on multimedia integration.

Research Concerning The Use Of Computer-Aided Multimedia Technologies

As Garrett (1996) points out, incorporating computers into foreign language instruction involves a dynamic process in which technology, theory, and instructional practices are inextricably linked. Chapelle (2001) gives a list of six things that are important for call instruction.

- (1) The potential for language learning.
- (2) Adaptability to learners.
- (3) We are focused on achieving a specific purpose.
- (4) An authentic approach.
- (5) Influence in the positive direction.
- (6) A practical consideration.

Above mentioned Multimedia characteristics played an essential role in achieving remarkable success in education. Bret is intrigued by the use of computer-based multimedia in education because it can display text, sound, graphics, still images, animations, and video. A comparative study was conducted using a survey method between traditional teaching and multimedia tools. The results of his research indicate that multimedia instruction is beneficial. As a result, it was concluded that multimedia in teaching a foreign language could have a tremendous impact if it were correctly implemented. According to Dai (2014) and Fan, multimedia instruction is essential to their research. Multimedia instruction has been implemented in vocational schools. The use of multimedia training provided a rich learning environment and reduced the burden of large classes.

Moreover, the researchers found that it enhanced the interaction between learners and provided high-quality feedback. According to Dai and Fan (2014), multimedia instruction is essential to their research. Multimedia instruction has been implemented in vocational schools. According to their findings, multimedia training provided a rich learning environment and reduced the burden of large classes. Furthermore, the researchers found that it increased interaction between learners and provided high-quality feedback. Ketsman (2015) believes effective learning will result from combining technology and pedagogy. According to her, using multimodal input as an instructional strategy will increase active learner engagement. According to her research, multimedia positively influences foreign language learning. As well as increasing motivation for learning, it also assists in acquiring new languages. The use of multimedia technologies has enabled teachers to tailor instruction to the specific needs of their students. Language learning skills have been improved through the combination of technology and effective pedagogy.

Interdisciplinary Studies of Multimedia Integration and Writing

Several notable studies have been conducted on multimedia and writing pedagogy. According to Long and Richards (2000), the nature of written communication in L1 and L2 has changed significantly following the proliferation of CALL. The researchers found that multimodal input enhances learners' skills and creates a desire to write. It will improve traditional pedagogy and promote deep learning through technology-based writing. Additionally, they claim that computers have created new opportunities for communication among second language learners, teachers, and users. The use of computer-mediated learning and teaching by language teachers has enormous potential. Ahmad's study examined how media technology can improve learners' writing skills. To evaluate the efficacy of multimedia integration, the researcher used a survey and a pretest-posttest method. According to the study, ninety per cent of participants preferred multimedia integration. Ahmad's (2014) study examined how media technology can improve learners' writing skills.

According to Jean Simard (2016), fostering writing skills in Multimedia is possible. The multimedia environment serves as a springboard for writing, according to him. In his opinion, "idea generators, brainstorming software, databases, electronic libraries, and CD-ROM applications are valuable tools for enhancing the classroom teaching of writing." Many multimedia activities are recommended before writing, including brainstorming, emailing, forming listening groups, observing pictorial representations, and reading electronic data on CD-ROMs. He suggests several multimedia technologies, spell checkers, written language recognition software, and interactive voice-activated software for correcting orthography, grammar, and syntax. Multimedia environments are considered to facilitate writing and appeal to all learning styles, according to him. A study conducted by Truong and Zanzucchi (2012) found that multimedia plays a significant role in the teaching of writing. Using a case study approach, the researchers investigated Multimedia's impact on writing skills development. A significant improvement in learning could be achieved through new technologies. Multimedia technologies are recommended for intensive writing courses.

An Examination of the Process-oriented Approach to Writing Research Studies

According to Tribble (1996), the Process approach is a teaching method that emphasises the individual writer's creativity and focuses on developing good writing practices rather than imitation. According to Hyland (2004), "the process approach to writing emphasizes the writer's role as an independent text creator." Process-based writing provides considerable scope for multimedia integration at all three stages, namely prewriting, writing, and post-writing. A process approach to writing has not been used to integrate multimedia technologies. Using multimedia tools at every step of the Process approach is assumed to improve student writing output. Multimedia technologies can be incorporated at every stage of the writing process to develop process writing pedagogy further.

Conclusion

In the 21st century, technology has become a big part of teaching languages. This study examined how the Multimedia Supported Process Approach (MSPA) helps Engineering students improve their writing skills. In the survey, real-world evidence has been given about how well the new approach works. This study points out that teachers of writing in second language classrooms tend to teach writing the same way they always have. The study says that a new method called the Multimedia Supported Process Approach (MSPA) was made to deal with this problem. The study's goal was to find out if the new way of doing things works better than the old way. A new way of doing things has been created based on recent research from around the world. This study points out that teachers of writing in second language classrooms tend to use old-fashioned ways to teach writing. This study proposed a new approach referred to as Multimedia Supported Process Approach (MSPA) to address this issue. The research was conducted to determine if the proposed system is more effective than the traditional method. According to recent findings from international literature, a new approach was developed. The study of writing skills has not attempted to improve the four levels of writing skills: content, cohesion, vocabulary, and grammar. The Cognitive Theory of Multimedia Learning was used to develop a conceptual framework

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