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## The Role of interacting in Developing Language Skills through Multimedia

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### Abstract

Language learning through multimedia is entirely different from the learning of language in class room situation. In learning language through multimedia a proper learning environment should be designed in such a way that it makes the boldness to create their own knowledge from the materials given to them. The effective multimedia language teaching should have two important components viz.,

1. Knowledge construction and
2. Interactivity

The tasks for building both the encoding linguistic knowledge to the system and retrieval of information and construction of knowledge using these information's by the learners have to be planned in proper linguistic background. The truly interactive system alone effectively in part this type of language learning environment. A system has higher quality of interactivity provides more opportunity for meaningful engagement of the learners.

Schwier and Misanachuk (1993) differentiate different levels of interactivity as follows

1. Reactive (in response to a given stimuli)
2. Proactive (user generation of unique construction)
3. Mutual (artificial intelligence)

This paper tries to explain the construction of interactivity for developing four skills of a language. The designing of interactivity components, the logic behind the giving distracters and the knowledge that a learner acquire through the distracters are discussed using the materials for the fifth and six standard Tamil multimedia package.