

Role of Media-Assisted-ELT to the Non-native Speakers' Classrooms: An Analytical Approach

Dr Prashant Shrivastava
Assistant Professor,
Amity School of Languages,
Amity University Madhya Pradesh
Email: drprashant.amity@gmail.com
Contact: 09691224547

Abstract-The advent of electronic gadgets and advanced technology has revolutionized the role of English language teachers in the classroom. In the modern context, they cannot run their classes untouched with multimedia and its application wise support.

This article will discuss the crucial role of media in teaching English efficiently as well as in more interesting way to English speakers of other languages and also in constructing a bridge in between language and communication. In the current perspective of gathering knowledge and information, media not only cater an effective and expeditious service but it encourage also to the students who wish to learn English. It, with a great assistance to the teachers and students, integrate LSRW skills and impart various kinds of activities in classrooms. In the present day and age, media tools i.e. podcasts, movies ,news papers, magazines, brochures, advertising supplements, audio-visual material, programs on television, animated information through videos on *youtube*, e books and many more have changed the traditional way of teaching as a whole and more surprisingly in ELT.

When we talk about the use of media in teaching English, the conjoined word which comes in our mind is Internet which works as a facilitator for providing all sort of multimedia tools on a single click of mouse. This is a very platform that fetched the teaching on more pragmatic and interesting ground meeting the needs of modern classrooms. The curriculum of communication skills as well as English language becomes more rewarding when we consolidate media and internet in ELT.

The paper will also cast an analytical sight on some of my self-experienced examples with their usages in future perspective of pedagogy.

Keywords: Multimedia, internet, ELT, LSRW skills

Introduction

Media have a crucial role to play in teaching English effectively and in more interesting way. Media provide huge information, they motivate students to speak and help them integrate listening, reading, talking and writing skills, through various kinds of activities. A clear example are Power Point presentations which help students speak freely, eye contact, organize ideas. Through Media Presentations there is more communication and collaboration among students, while working with the pages of a book is more individual, less collaborative and less interactive. There is so much information available at the click of a mouse.

The teachers can exploit a piece of learning materials offered by various Media in several different ways through: analyzing a text in the book, reading and generating ideas from a text in the newspaper or magazine, watching and discussing a TV program or a movie, classroom presentations, exercises and activities using various kinds of Media, pair and group work, reconstructing the text based on the above information brought from different Media, engaging students in useful writing and revision activities.

At some of the instances, many teachers, during their teaching career, encounter the challenge of teaching a student whose native language is not English. This educational challenge is not exclusive, and can be faced on any level of the educational ambiance. The feeling of being overwhelmed is only natural Because of the contemporary demographic

background within today's overcrowded, underfunded, and laced with learning distracters classrooms. To find the solution of these issues there are number of steps educators can exploit to construct a classroom milieu that is encouraging to learning for all students. Having explored some of the promises of using interactive media means for efficient teaching of English literature and language, it is necessary to have an objective analysis at the customary scenario of English language and literature teaching in our academic institutions. An unbiased observation will expose the good amount of discussions; resolutions passed and promises made but more remain non-implemented.

With the expansion of modern technology and science, education gradually expanded the range of media. The use of modern media technology assisted language teaching engraved with social development is a necessary requirement. The proper use of new media technology helps to improve the efficiency of language education, contribute to activities in the classroom, support to uphold the reform of English language teaching. Developing socio-economic arena of academics, media has brought a great change and energized with diversified language and education system in India. They have become significant teaching aids, to bring opportunities for self-regulating language learning. Playing the role of a catalyst educational media is improving the quality of learning.

In traditional way of teaching, teacher's first choice is books, chalk, and blackboard. Teachers are accustomed to traditional teaching methods: a piece of chalk, a book, a blackboard, the teacher reads, analyzes and writes on the blackboard and students are mere means of communication. It is quite apparent to the people that modern science and education assisted with media has greatly influenced the quality of learning. The rapid development of modern science and technology to gradually expand the scope of media education, supporting the use of modern media technology teaching has become a community education requirement.

Challenges in Traditional way of Language Teaching:

Text books and note books had been the prominent basic material to teach English in conventional system education. Most college students expect their English courses to be something different from their high school English classes. So when we give them course books that are similarly designed as their past learning resources, the students may swiftly lose their curiosity and impetus to study. This is because of the similarities in the course books may cause the students to feel fed up due to the "likeness" or "monotony" of the lessons and activities. This is a major difficulty because the English courses are designed around using a single course book for the whole academic year. It may be relatively easy for students to be extraneously encouraged; however, the challenge is in sustainment of that motivation. Although impetus can be sustained through varied class activities, if the content of the course book is tedious and monotonous, then sustaining the motivation will be challenging for the teacher no matter how hard they try. The other drawbacks are: old pattern, unedited syllabi and texts, bulky methods, division of literature and linguistics, exam based teaching instead of content based, supremacy of literature, lack of learner motivation, insufficient time, resources and materials and overcrowded English classes.

Moreover English learners who have inappropriate practical knowledge quite often find themselves in difficulty when interact in English-speaking social contexts, as they are often unable to interpret the hidden meanings embedded in the language of their interlocutors. For example, it is not uncommon for learners, even advanced ones, to fail to understand when English speakers are being ironic or sardonic towards them. Generally speaking, this is possibly due to the fact that a great deal of classroom activities in published materials is mainly planned to increase realistic awareness of topics which are safe and typical.

Use of Mass Media: A Promising Solution

The following ideas are anticipated to make any English program that relies on English course books more successful. This would greatly increase and develop the student's language ability. In language learning, reading is considered one of the most important lessons for the learner. Innovations in far-reaching readings have shown many valuable effects on

students and claimed that when learners read, they not only learn new words, but they can also develop their linguistic knowledge as well as general awareness about the world. Other recent studies have also shown that students who participated in extensive reading increased gains in the areas of vocabulary as well as in reading comprehension and reading fluency. One possible explanation for the increase is that students acquire new words incidentally through reading thousands and thousands of words every day.

News papers, magazines, advertisements, placards and other means of print media along with electronic media viz. internet, television, *youtube* videos, audio-visuals, PPTs, etc can really be an asset in order to make English language Teaching more interesting and worth giving. Learning words and other English sentence structures this way may be considered more effective than rote memorization because through media, students learn new vocabulary and review old ones. By increasing the amount of reading, especially reading for pleasure, it can increase both vocabulary knowledge and reading rate, both of which are an important part of reading comprehensions. For example, if the class is reading a short story, the teacher can use class discussions as a form of conversation practice. Teachers can also have students do different kinds of presentations based on their readings.

Materializing Recent Methods in ELT

In current spectrum of language learning it is expected to explore some more effective ways to develop a bonding and fluency among students. Using various kinds of media in the class room has always been a challenge, and how to bring/install these media in the classroom is more than a challenge. Students and teachers should be trained well to use in their classrooms different media through different technologies. Teachers and students are provided with creative and practical ideas through Media. They enable teachers to meet various needs and interests of their students. They also provide students with a lot of language practices through activities using newspapers, magazines, radio, TV, movies, books, Internet, etc, and tasks which develop reading, writing, speaking and listening skills. They entertain students and encourage reading English in general, both inside and outside the classroom, promoting extensive reading by giving the students the confidence, the motivation and the ability to continue their reading outside the classroom. Media provide huge information, they motivate students to speak and help them integrate listening, reading, talking and writing.

Media inform, amuse, startle, anger, entertain, thrill, but very seldom leave anyone untouched. Bearing in mind all these features and positive input of Media in Education to undertake this study to give a modest contribution to the enhancement of teaching and learning English. As classroom teachers it is necessary to bring mass media in our classrooms exactly for all these reasons mentioned above. Newspapers are easy to be brought in the class in different subjects and courses, especially in geography, history, literature, language classes, etc. Some of them have valuable information for these subjects, but it should be know how to find this information.

Some newspapers are easy to read as well as easy to use. The dedicated educators can design exercises to develop reading comprehension, critical thinking skills and writing skills. The teacher should take into consideration that: Will the students find the materials interesting? If answer is yes, they will raise students' motivation. If no, the students will be exhausted. Are the materials apposite for their level of knowledge? If they are too complicated to be understood, students will be discouraged.

Radio also plays vital part in developing people's imagination, in mind mapping through the power of words; it inspires the imagination to fill in the visuals, etc. The listeners see the drama in their heads. Thus, when radio is used in the classroom it helps students to promote their imagination, to voice their creativity. A lot of radio programs contribute to language learning. Besides getting new information and entertainment, in language classes' radio helps the pronunciation, the intonation, the pitch of voice, etc. Students gain a feeling of satisfaction from having understood something of an authentic broadcast. They develop greater confidence in their ability to cope with English as it's spoken outside the classroom. Students may use BBC World Service news bulletin, Voice of America or other foreign radio stations. For

instance, students have no possibilities; the teacher may record the news bulletin, transcribe it and prepare to explain any difficult vocabulary that may come out. Then the teacher may ask the students if they have listened to the news in Albanian the day before, because nearly all the news, especially international news, is almost the same. So if the content is somewhat known to the students, they will be more motivated and the success of the task will be easier.

Using Videos to Teach English

In today's world films and media are unsurprisingly part of young people's lives. Young people between 15 -24 are the most active media consumers. They spend on average about seven hours each day using the internet, watching TV, watching movies, reading newspapers, listening to the radio. More than 50% of young people aged 9 – 24 state that they watch videos clips on the internet, for example, on *youtube*, every day. Multimedia encompasses text, graphics, sound, video and animation controlled, coordinated, and delivered on the computer screen. Multimedia encourages interactivity involving the user to get actively engaged in the presentation of information but not to remain a flaccid observer. For all these reasons mentioned above, it is necessary to bring mass media in our classrooms exactly by the classroom teachers. We should understand the media, the messages they give and their influence upon us, and also, how to explore this abundant information and create a variety of the liveliness media create in the life of people and why not in the classrooms where students spend a lot of their time. It goes without saying that the ideas presented in this article by no means exhaust the various possibilities of using films in the English language classroom. Films can be an excellent framework for language work and skills practice. They also provide both learners and teachers with real-life texts which can be used to scaffold practical awareness.

We should encourage the students to see as many films as possible outside the classroom or parts of films in the classroom. Watching films is very important as it helps in improving vocabulary, their visual and critical awareness and in learning English sentence structures. Watching films in the classroom can be better utilized through recording them and showing again with required editing. Another ways that if a teacher wants to teach a long novel he can first ask the students to watch the film based on it. For example if he is teaching *Macbeth* he can ask to students to watch the film *Macbeth* (the film). One more example is that in Indian Writing in English class the film *Guide* can be seen before reading the novel *The Guide*. This can be done in a variety ways as setting questions about the film, promoting discussions in small groups, asking the students to comment on various things, inviting criticism, etc. He may also stop the film from time to time and ask the students what has happened so far or guess what might happen next.

Another way might be turning the sound down and asking the students to imagine or make up dialogues. Sometimes they are difficult to understand but some of the Western thrillers, for example, are easy to understand because there is a lot of action in them. Some other films are easy to grasp because there is a comprehensible conventional story line, as love stories, epics and science-fiction drama which have simple plots. Of great importance are the subtitles and dubbing which might be in English. They help a lot the aim of helping learning English through films, depending on the procedure the teachers decide to follow. Sometimes the teachers recommend students to see a film dubbed into or subtitled in Albanian, if possible, before seeing it in English. It would be great to find English films with English subtitles. They make understanding the language easier as listening to authentic language is more difficult than seeing the expressions written, thus matching the words with pictures and voice.

Challenges with the Use of Media Assisted Teaching Methods:

The use of computers in education processes provides disadvantages in different aspects:

- Computers could become a barrier in communication between the teacher and the learner.
- The gap between the rich and the poor could also be affected since computer machines are seldom accessible by the poor students.
- Risk of becoming anti-social is also a disadvantage since some experts believe that using computers often makes an individual difficult to form personal connection to others.

- There are certain health disturbances that are associated with computers. Among of these are the eyestrain, repetitive motion injury and more.
- Use of the spelling and grammar tools in word processing software which make the students rely on computer machines rather than doing the editing with their own as a way of enhancing their learning.
- Chatting, online games, social sites are the other features of the Internet that make students addicted.
- The findings as to how the students actually used the Web materials were less encouraging.

Despite the criticism of the mass media, most thoughtful persons agree that mass media do a superior job in reporting the news and informing the public. It's our task as teachers to help students and pupils understand this information, transmit it to the coming generations and try to use it for education purposes. Mass media provide students with a lot of language practice through activities using newspapers, magazines, radio, TV, movies, books, Internet, etc, and tasks which develop reading, writing, speaking and listening skills. They also provide students with lots of inside and outside classroom activities, promoting extensive reading by giving the students the confidence and the ability to continue their reading outside the classroom and above all they enhance motivation. Media keep us informed about what is happening in the world, they extend our knowledge and deepen our understanding. Nowadays the information is abundant, it comes through different sources, but we should try how to benefit from this information, how to learn about specific issues, how to become aware of problems, opportunities and resources, how to find issues we are interested in, how to identify the issues that have impact on us, etc. So, it is easy to get this information but it is really very tough to choose and more difficult to bring it to the classroom.

Media in academics is important because it develops students' creative powers for those images, words and sounds that come to the students from various Media. Thus, creating more active and critical media users, who will always be more demanding in the future? Media Education has to do with film and television, press and radio, their impact on the students' progress. It has to do with *what* to teach through media, *when* and *how*. Its aim is to enable students to develop critical thinking, analyzing and reflecting on their experiences while using various means of Media. Media today have an enormous impact. They have become so important that it is rarely that we can live without them. Every morning we may wake up with the radio music in the background, or we play a tape while engaged in morning works. Someone may run to the PC or laptop to check the mail or the news. On the way to school or work we may grab a newspaper and have a look at the headlines. At school we may go to the library and consult a lot of books and magazines for our research project. At home we may watch television for a while, etc, etc. Each of these experiences puts us in contact with a medium, or channel of Communication. Radio, books, records and tapes, newspapers, magazines, movies, television, on-line media, new media, all these are called *mass media*, they reach many people at one time. In the years to come, media will become more pervasive.

Conclusion

After going through the mentioned problems and their suggested solutions it can be said that there is a lot of scope in present English Language Teaching system. It requires to be revisited and to be infused with multimedia. With the help of new techniques in teaching like using media and films in the classrooms can help both teachers and learners. These practical challenges for teaching/ learning of English language and literature and effective ways to encounter and overcome such problems with also have to be discussed and write answers elicited to make the process of teaching a pleasant and encouraging experience for the stake holders. A picture not only tells end number of words but it also helps students improve their thinking and analytical skills, it triggers imagination. Playing the video with or without the subtitles enhances visual learning. Radio (playing the audio) helps auditory learners learn better. Listening to the tape and then having the script is a clear combination that helps visual and auditory learners. By using various kinds of Media in the classroom we can enhance students' understanding and promote it where necessary. Films, in particular, constitute a motivating and appealing activity in our everyday life, and books should also be part of it. Films can be an excellent framework for language work and skills practice. They also provide both learners and teachers with real-life examples

which can be used to scaffold pragmatic awareness, especially as films do not discriminate against language, making the text of film ideal for awareness-creating actions on less conservative language models. An attempt to present the existing conditions in our colleges and universities for teaching English language and literature has been made with the solemn hope that it will ring bells in the thought process of powers that be. The role of media and films cannot be underestimated and therefore should be used in good proportion abundantly.

REFERENCES:

- Hirsch, E. D. Jr. (2003). Reading comprehension requires knowledge of words and the world. *American Educator*. Retrieved from http://www.aft.org/pubsreports/american_educator/spring2003/AE_SPRNG.pdf
- Horst, M. (2005). Learning L2 vocabulary through extensive reading: A measurement study. *The Canadian Modern Language Review*, 61, 355–382.
- Agnew, P.W., Kellerman, A.S. & Meyer, J (1996). *Multimedia in the Classroom*, Boston: Allyn and Bacon.
- Cheng, D. & Wong, H.W. (2002). Measuring Teacher Beliefs About Alternative Curriculum Designs. *The Curriculum Journal*, 13(2), 225 – 248.
- Davis, Lloyd, “Teaching Literature through Flexible Learning.” *Flexible Delivery Initiatives, Teaching & Learning at the University of Queensland*. (Internet)
- Harmer, J. (2007). *How to Teach English*. Essex, England: Pearson Education Limited.
- Iwahori, Y. (2008). Developing reading fluency: A study of extensive reading in EFL. *Reading in a Foreign Language*, 20(01), 70 – 91.
- Angell, J., Du Bravac, S. & Gong lewski, M. (2008). *Thinking globally, acting locally: Selecting textbooks for college-level language programs*. *Foreign Language Annals*, 41, 562 – 572.
- Brynes, H. (1988). Whither foreign language pedagogy: Reflections in textbooks –reflections on textbooks. *Unterrichtspraxis/Teaching German*, 21(1), 29 – 36