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## MASS MEDIA IN TEACHING ENGLISH

### *Abstract*

*This article aims at analyzing the importance of using Mass Media in the classroom and finding the ways how to use Printed and Audio-visual Media. This article is based not only on the literature review but also on personal experience. It is a brief description of some practical examples and some tips for novice teachers. Furthermore, this article tends to deal with some of the key issues of using media in the classroom. The following issues are open for discussion: the importance of Media in general and in education in particular; newspapers, magazines, radio, television and internet in the classroom, etc.*

*Key words: teaching English, multimedia in education, mass-media in education, newtechnologies in teaching English.*

### **1. Introduction**

Using various kinds of Media in the classroom has always been a challenge, and how to bring these Media in the classroom is more than a challenge. Students and teachers should be able to use in their classrooms different media through different technologies. Media provide teachers and students with creative and practical ideas. They enable teachers to meet various needs and interests of their students. They also provide students with a lot of language practice through activities using newspapers, magazines, 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 “inform, amuse, startle, anger, entertain, thrill, but very seldom leave anyone untouched”. [1]

### **2. Materials and Methods**

The main methods in writing the article were analysis and synthesis. The sources were the works of English authors, own experience, as well as own experience, state program documents.

### **3, 4. Results and Discussion**

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 but at the same time you have the feeling that there is little memory space in the brain and students may forget everything, so, try to select the most important things and review and review till they are located in the long-term memory. We 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, etc.

Media Education 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 having shower or being dressed. Someone may run to the PC or smart phones 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. Each of these experiences puts us in contact with a medium, or channel of communication.

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 difficult to choose and more difficult to bring it to the classroom.

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 we should know how to find this information. Many libraries have systems of classification according to the topics and issues and we can easily find our way in searching this information. If not, we would spend a lot of time to find something. It is often said that academic success starts at the library. There are different purposes and ways for using newspapers in language classroom. They may be used for the culture they transmit. The more widely students read, the greater their understanding of this cultural meaning will be. They may also be used for reflecting changes in the language as well, and in doing so, helping students and teachers keep up pace with such changes.

Most newspapers are linguistically up-to-date and provide valuable linguistic data. They may be used for the wide variety of text types and language styles, not often found in textbooks. At the same time, newspapers provide a natural source of many of the varieties of Written English that become very important to students, and valuable for language study as the students' progress. So, they may be used as supplementary material and examples in Text Analysis, Academic Writing, Stylistics, Semantics, etc. while analyzing different types of texts. For example, we discussed newspaper headlines:

**Read these examples of newspaper headlines and match them with the techniques used.**

- *Obama losing his hearing?*
  - *Murray reaches last eight in Brisbane*
  - *Chile's fire- ravaged park to reopen*
  - *London 2012 Olympic ticket resales suspended*
  - *Wenger off the hook over referee rant*
  - *Police hold teen over kidnap and murder of young woman*
  - *Two dead in killer storm*
- a) *Omission of articles;*
  - b) *Passive sentences written without the auxiliary verbs;*
  - c) *Present Simple used for a completed action;*
  - d) *Infinitive used for future actions;*
  - e) *Leaving out the words which can be guessed from the text;*

f) *Punctuation used to add new meaning;*

g) *Preposition change: in = involved in; over = about, because of; for = in favour of.*

The variety of subjects and topics makes newspapers interesting and motivating for the students to work with. Newspapers report real-life events, and this arouses students' curiosity. Newspaper-based activities in the classroom may engage students in enjoyable activities and encourage their further reading. Newspapers are an invaluable source of authentic materials. The more students read, the more they want to explore. "People learn through reading, and reading about interesting new things in one's interest subject, undoubtedly helps motivation" [2]. Newspapers are also a great source for ESP teachers. They can be used as teaching materials to develop students' language skills. They can be used effectively with a wide range of levels from Elementary to Advanced, either interpreting them or using them as they are. Some newspapers are easy to read, easy to use. The committed teachers can design exercises to develop reading comprehension, critical thinking skills, writing skills, grammar skills, vocabulary, map/chart reading skills, geography skills, social study skills and more.

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 increases their visual and critical awareness. Watching films in the classroom can be realized through recording them. We have tried to make the activity of film-watching an active rather than a passive one. This can be done in a variety way as setting questions about the film, promoting discussions in small groups, asking the students to comment on various things, inviting criticism, etc. We 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. Anyway it is difficult to use films in the classroom. Sometimes they are difficult to understand but Western Films for example are easy to understand because there is a lot of action in them. Some other films are easy to understand because there is a clear 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. One of the way of using the films to teach English is that of comparing the film with the book if the same story appears in both ways. This kind of activity can be done before or after watching the film, it can be used to adopt or compare characters, to compare differences and similarities, using the Venn Diagram, between the book and the film, the examples might be numerous. The book may be used to supplement and clarify the film, but at the same time the film may be used to illuminate the book. All these could be done through several activities.

### **5. Conclusion**

Media can help with many issues such as: motivation, clarity, recycling, drafting, revising, editing, variety, mixed-ability classes, updating information in the textbook, giving life and colour to classroom procedures and methods, thus at the same time helping the students improve accuracy and fluency. But however sophisticated it might be, teachers will never be replaced.

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#### **АҒЫЛШЫН ТІЛІН ОҚЫТУДАҒЫ БҰҚАРАЛЫҚ АҚПАРАТ ҚҰРАЛДАРЫ**

*Мақаланың мақсаты сабақта бұқаралық ақпарат құралдарын пайдаланудың маңыздылығын талдау және баспа және дыбыс-бейне бұқаралық ақпарат құралдарын пайдалану амалдарын табу болып табылады. Бұл мақала тек әдебиет шолуында ғана емес, сонымен қатар жеке тәжірибеге негізделген. Мақалада бірнеше практикалық мысалдардың қысқаша сипаттамасы және бастауыш оқытушыларға кеңестер берілген. Сонымен қоса, осы мақала ағылшын тілі сабақтарында бұқаралық ақпарат құралдарын пайдаланудың кейбір басты мәселелерін қарастырады. Соның ішінде: жалпы және білім берудегі бұқаралық ақпарат құралдарының рөлі; сабақтардағы газет, журнал, радио, теледидар және галамтор және т.б.*

***Мақаланың мәнін ашатын сөздер:** ағылшын тілін оқыту, білім берудегі мультимедиа, білім берудегі масс-медиа, ағылшын тілін оқытудағы жаңа технологиялар.*

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#### **СРЕДСТВА МАССОВОЙ ИНФОРМАЦИИ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ**

*Цель статьи проанализировать важность использования средств массовой информации на занятиях и находить способы использования печатных и аудиовизуальных средств массовой информации. Эта статья основана не только на обзоре литературы, но и на личном опыте. В статье дано краткое описание нескольких практических примеров и советы для начинающих преподавателей. Данная статья к тому же рассматривает некоторые основные вопросы использования средств массовой информации на занятиях английского языка. Следующие вопросы в частности такие как: роль средств массовой информации в целом и в образовании; газеты, журналы, радио, телевидение и интернет на занятиях и т. д.*

***Ключевые слова:** преподавание английского языка, мультимедиа в образовании, масс-медиа в образовании, новые технологии в обучении английскому языку.*

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### **ИНТЕРНЕТ КАК СРЕДСТВО КОММУНИКАТИВНОСТИ ПРИ ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ**

#### **Аннотация**

*С целью заинтересовать обучаемых в изучении иностранного языка путем накопления и расширения их знаний и опыта, современными педагогами практикуется использование сети Интернет в коммуникативном подходе. В данной статье авторы выявили пути и способы оптимизации учебного процесса при помощи технологий сети Интернет.*

***Ключевые слова:** Интернет, интерактивность, коммуникативность, изучение иностранного языка, коммуникативный подход, коммуникативное обучение.*