

AN ANALYSIS OF MEDIA IN SECOND AND FOREIGN LANGUAGE PEDAGOGY

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Abstract: *Defines the term media as a wide concept that includes a whole range of communication media: television, the cinema, video, radio, photography, advertising, newspapers and magazines, recorded music, computer games and the internet Buckingham adds that these forms of the media are also called the mass media because they reach large audiences. In fact, Buckingham argues that in the modern world, the media has become just as important a source of learning for the young generation as the more traditional. Educators representing all educational sectors are currently confronted with a myriad of challenging issues arising from the rapidly expanding integration of information and communication technologies (ICTs) into educational contexts. These issues include mainly technical, administrative, and, most importantly, pedagogical issues. One of the main challenges emerging from the pedagogical issues is the call for renewed pedagogical thinking. Most new technologies (radio, television, DVD, satellite phones, computers) may have been revolutionary in the overall context of human interaction, it is not clear that they have achieved equal degrees of pedagogical benefits in the realm of second language teaching. It seems that new technologies – revolutionary as they may be from the strictly technological point of view – are normally regarded as revolutionary from a pedagogical standpoint as well. Argued, we are all in the midst of a microelectronic revolution. State that it is important not to separate informal and formal learning environments. Further point out that as the presence of the media is growing and affecting people's ways to communicate, language teaching should take on new directions.*

Keywords: Media, Foreign Language, communication media, educational sectors, information and communication technologies

Introduction

Avails critical analysis of all the research articles on the use of technology in the teaching and learning of the second language He puts together the various technologies of different ages / times and gives their critical analysis from pedagogical point of view. He divides the whole article in five sections. In each section, he talks about the available technological stimuli for

pedagogical purposes. The first section discusses prevalent audio-visual communication tools such as photographs, radio, video etc. The second section talks about the various devices that can be used as class-room teaching aids. The third section focuses on the audio-lingual era and critically analyses the pros and cons of language laboratories '. The fourth section incorporates the effects of CAI (Computer Aided Instruction). The fifth section concentrates on CALL (Computer Aided Language Learning). He says that each age has made use of the available technology or instruments for the teaching and learning of L2. In the earlier times, in the first quarter of the twentieth century audio-visual media included photographs and radio. Presented evidences in favor of photographs 'for teaching intonation. Makes a point when he finds photographs more interesting and stimulating as teaching aids

- **Radio**

Radio can be viewed as the next generation of phonogram. Points out the biggest advantage of distance learning Found radio as the best teaching aid in the class-room as it brings stimulus from all over the world. Secondly, so far as continuum of media is concerned, radio is more concrete 'than abstract'. Suggest the method to make use of radio as a pedagogical tool. According to them, the learners should make to write whatever they listen to on radio and then it should be shown with an OHP. The pedagogical use of shortwave broadcasts was advocated. He enumerated thirteen advantages of shortwave broadcasts. Some of them are: access to an extended range of L2 expressions and a variety of dialects, contextualized teaching of grammar, listening to the target language spoken at normal speed, increased motivation by listening to original broadcasts, development of an international perspective on topics selected for class-room discussion and increased level of independent learning

- **Telephone**

There came telephone as an instrument for teaching and learning of L2. Twarog and Pereszlenyi – Pinter argued that telephone can be used effectively for the teaching and learning of foreign language. They advocated the use of teleprompter' – an enhanced telephone device as a teaching aid in the class-room to stimulate communicative activities in the class-room. The device contains two telephones, a loudspeaker and a tap recorder also. The conversation conducted thus by students, away from each other, can be recorded and played again for correction. According to Buscaglia and Holman, it helps T he teacher to create various realistic'situations by sending learners away in different class-rooms to obstruct visual

contact. According to them this device is the best means as the very nature of telephone stimulates learners to communicate message.

- **Television**

Television is a natural extension of radio for pedagogical purposes. According to with the use of television as a teaching aid, the teacher generates keen interest and sincere enthusiasm in the class-room situation. Opines that the visual presentation helps the learners to understand the course material enumerate the advantages of using filmstrips in L2 classroom He says that the teacher should view the film first, then tell the students and focus on the important aspects of the filmstrip. If possible, the students should be provided with the transcript of the filmstrip. Then, the students should make to view the film and should be allowed to ask questions. Set five clear-cut stages for video based class-room teaching and learning of L2.

The first stage is of silent viewing of the film to identify story structure, the second of silent viewing to identify cultural differences, third of verbalization of visual themes, fourth of identification of minimal linguistic differences correlated with the differences in meaning and fifth of students 'production in the form of role plays and group discussion based on the topics identified in the videos. They point out that videos may become a very useful aid as it exposes the students to authentic materials and to voices, dialects and registers and provide cultural contexts.

Classroom Pedagogy and Teachers

Through the classroom observations it became evident that the most significant change was seen in the interactive language teaching approach. The change of teaching approaches can be compared and analyzed against four stages of technology use in the classroom. In four stages Enigma illustrates the development of teachers in terms of their understanding, skills and use of ICT in the learning environments. At the emerging stage the teachers become aware of ICT. At the applying stage, the use of ICT enhances their traditional teaching. At the infusing stage, teachers' skills and understanding facilitate enhanced use of ICT across subjects. The last stage is the transforming stage, which specializes on ICT enhanced skills for creating and managing interactive learning environments. The change of classroom pedagogy and teaching approaches of this research are compared below against four stages of technology use in the classroom

- **Emerging**

The integration of audio-visual content in the classroom played a positive role in creating learner-oriented classrooms. Through the technology, it was possible to examine students' actions and thinking process. While observing the classes, it was noticed that the questioning skills of students increased. Thus, the tool supported students' learning by directing them to useful resources, rephrasing important questions, and providing additional information and answers to their questions.

- **Applying**

While visiting the schools and from the teachers' reflection diary, it was determined that the trained teachers put effort into planning the English classes. If for any reason the class was not held at the regular time, they scheduled make up classes. It was observed that with the supports of school management, all ICT schools tried to redesign the class routine to avoid overlapping classes with the other teachers.

- **Infusing**

The introduction of supplementary e-content provided significant support for the teachers conducting the lessons. It was noticed that teachers were using English while providing instructions. The content passively supported practicing English in the classrooms. Particularly, the innovative dual screen intervention was found to be highly useful for the teachers. The hints/examples/possible answers including the additional guidance helped teachers provide better-facilitated English classes.

- **Transforming**

The activities in the e-content required teachers to conduct classes by engaging students. The supplementary content put emphasis on the speaking skills activities of the textbook. This engaged the students in talking more and practicing English more in the classrooms. The introduction of e-content acted as a catalyst and stimulating teachers and pupils to work in new ways. These were characterized by teacher-pupil and peer discussion in exploration, analysis, and reflection. The integration class four content in class teaching the learners' practice reading, writing, speaking, and listening in English for a variety of real and engaging purposes.

- **Students**

The most significant change for students was that the classroom environment became more enjoyable as compared to non--ICT classes. The students were very attentive, excited, and curious in the English classes through use of the e-content. The integration of audiovisual content in the classroom played a positive role in creating learner-oriented classrooms where it was possible to monitor students' actions and thinking processes. While observing the classes, it was noticed that the questioning skills of students also improved. Thus, the tool supported students' learning by directing them to useful resources, helping them rephrase important questions, and providing additional information and answers to their questions.

Foreign Language Teaching and Learning

A language is considered foreign if it is learned largely in the classroom and is not spoken in the society where the teaching occurs. Study of another language allows the individual to communicate effectively and creatively and to participate in real-life situations through the language of the authentic culture itself. Learning another language provides access into a perspective other than one's own, increases the ability to see connections across content areas, and promotes an interdisciplinary perspective while gaining intercultural understandings. Language is the vehicle required for effective human to-human interactions and yields a better understanding of one's own language and culture.

Studying a language provides the learner with the opportunity to gain linguistic and social knowledge and to know when, how, and why to say what to whom National Standards in Foreign Language Education Project (NSFLEP). Language scholars distinguish between the terms acquisition and learning: 'acquisition' refers to the process of learning first and second languages naturally, without formal instruction, whereas 'learning' is reserved for the formal study of second or foreign languages in classroom settings. One usually distinguishes between the relatively effortless process of SLA by children and the more formal and difficult SLA by adults. Foreign language education refers to neither the teaching of a modern language that is neither an official language nor the mother tongue of a significant part of the population.

Foreign language learning and teaching have undergone a significant paradigm shift as a result of the research and experiences that have expanded the scientific and theoretical knowledge base on how students learn and acquire a foreign language. Traditionally, learning a foreign language was thought to be a 'mimetic' activity, a process that involved students repeating or

imitating new information. Grounded in behaviorist theories of learning and structural linguistics, the quality and quantity of language and feedback were regarded as the major determinants of language learning success. A popular method of teaching in the 1950s, called the audio-lingual approach (ALM), promoted an imitation and practice approach to language development. The major figure in the ALM classroom was the instructor who was cast into the role of drill sergeant, expert, and authority.

Students were relegated to practicing and imitating patterns to a point of automatic response in the belief that the learner would then merely have to slot in lexical items appropriate to the conversational situation. It was believed that the first language interfered with the acquisition of the second language and that a transfer would take place from the first to the second language, resulting in errors.

In 1959, Noam Chomsky's review *Verbal Behavior* dramatically changed the way of looking at language by arguing that language was a rule-governed activity, not a set of habits. Chomsky argued that stimulus-response psychology could not adequately account for creativity involved in generating novel utterances using internalized rules. The creative aspect of language behavior implies that the human mind is involved in deep processing of meaning rather than in memorized responses to environmental stimuli. Chomsky's view of language and cognitive psychology, dubbed generative Transformational grammar, regarded language acquisition as an internal thinking-learning process.

Chomsky claimed that children are biologically programmed for language and have an innate ability to discover for themselves the underlying rules of a language system. Chomsky's ideas led to the demise of structural linguistics, behaviorist psychology, and the ALM approach to language learning.

Foreign Languages: Future Directions

One area that remains controversial in the world of foreign and second language teaching today is the question: Is native-like attainment a necessary or desirable goal in the global world we live in today? In the field of English as a Foreign Language (EFL), the question of whether speakers should conform to native speaker norms of English in light of its increasing use in international contexts has been widely debated in recent years.

In light of this issue many scholars in the field have raised the question of why native speaker communities are most often a model for learners of English as an international language. In reaction to this, a deluge of terms have been developed (Global English, International English, International Standard English, World English, or World English's) some of which challenge the idea that only native speaker community varieties are valued.

Proponents of the term 'Global English's,' for example, promote the idea that English belongs to all who use it, however they use it. Another important direction in research that requires more attention is use and effect of computer technology on foreign language learning. As classroom tasks become more focused on real-world issues, texts, or events, and problem-solving based tasks, technology introduces a new dimension to the teaching and learning process that incorporates the use of social media such as Face book, Twitter, Skype, Voice Thread, and others. Digital media allows students to manipulate learning materials and language at their own pace and according to individual needs.

Students examine reports, authentic documents, and web pages to find information that can be synthesized and discussed later and can collaborate electronically with youth from around the world. In such a learning environment the role of the teacher changes from one of authority figure or expert who delivers knowledge to one who facilitates, guides, and supports student learning. The teacher assumes greater responsibilities in designing and supporting individual and personalized learning tasks. This has tremendous implications for teacher educators and teacher trainers to act as agents of change as they foster language learning through the use of public pedagogy and critical media literacy. One of the most effective research methodologies that emerged in the last few years has been action research.

Inquiring into one's own instructional practices through classroom-based investigations, teachers actively contribute to the research endeavor and change practices based on findings. Such research promises to improve teaching practices that are of interest to both researchers and teachers. Methodologically classroom-oriented research has been largely conducted within the framework of correlation approaches, case studies, survey research, ethnographic research, experiments, and discourse analysis.

While the choice of research method is largely determined by the nature of the research question to be investigated, or by the hypothesis to be tested, thoughtful combinations of qualitative and quantitative research on foreign/second language learning conditions will provide valuable insights into language acquisition processes. Greater use of qualitative and

mixed methods investigating students in their classrooms with special attention to cultural, situational, and longitudinal contexts is needed and recommended. As foreign language research draws on related disciplines (psychology, psycholinguistics, neurobiology, sociology, and linguistics) to better explain conditions that lead to greater language proficiency and differential success among foreign language learners, a deeper understanding of how languages are acquired and consequently how they should be taught will be gained. Furthermore, as learning and teaching innovations continue to be tested and researched, new insights will be gained that will influence teaching practices globally.

Learner-Centered Instruction

Two communicative approaches, the input model and the input interaction model, represent two models of foreign language theory and teaching that investigate the language acquisition process from the perspective of the learners the principal advocate of the input model of foreign language teaching. His theory is grounded in

- a) Chomsky's generative linguistics;
- b) Research on the effectiveness of different second/foreign teaching methods; and
- c) Research on affective factors (such as motivation, anxiety, and personality).

Kristen posited that SLA occurs when the learner comprehends the language input in a low-anxiety, high-motivation situation, and proposed that the teacher's role is to create such a learning environment. Kristen further claimed that conscious grammar teaching/learning is effective only in a monitoring capacity to check for grammatical accuracy, not in the acquisition of the second language itself. Because classrooms remained a major setting for language learning, the pursuit to determine those elements that enhanced classroom language achievement became particularly important.

Why do two learners who seemingly have the same instructional opportunity achieve varying levels of language proficiency? Investigations focused on individual skills or abilities and environmental factors that may impact foreign language achievement and proficiency. Individual cognitive (e.g., intelligence, aptitude, or ability) and affective (e.g., attitude and personality variables) factors were analyzed. noted a fairly strong relationship between cognitive variables such as aptitude, intelligence, and language achievement for learners in foreign language classrooms.

Other factors analyzed include the age of the learner. Researchers have typically aimed at understanding how early versus late learning affects successful acquisition, and discussed this issue in terms of a critical period of acquisition in which language acquisition seemed to depend on appropriate input during this time frame. Although critical period effects in L2 learning are still being debated, researchers generally agree that early learning of L2 is associated with higher ultimate proficiency, and age of acquisition is reliably the strongest predictor of ultimate attainment in the language.

Recent developments in the fields of neurolinguistics and neurobiology provide evidence that L2 grammatical processing is carried out through the same brain computational devices as those in L1. Furthermore, proficiency, age of acquisition, and amount of exposure to the L2 has been found to interact in complex ways with the different types of language performance. Interestingly, not only is this true for L2 acquisition but also brain imaging research in neurobiology has revealed a general tendency that early learning (of any type) leads to dedicated neural circuitry that affects the form of cognitive and neural structures at later stages of development. Moreover, studies have suggested that the attainment of broad native-likeness among late L2 learners is in fact possible.

Learning and Measurement

Language teaching has experienced numerous curricular innovations in response to the importance of providing students with opportunities to acquire and practice the foreign language in contextualized and meaningful language communicative tasks at all stages of the second or foreign language acquisition process. Communicative language teaching (CLT), the term most associated with current discussion of method, emerged as a significant approach that found universal resonance and support in theory and application in many contexts and across disciplines (linguists, methodologists, and curriculum developers). Central to the rise of CLT was the realization that linguistic competence does not on its own achieve communicative competence and that language used in meaningful, authentic contexts is more readily acquired.

Pair work, group work, cooperative/collaborative learning settings, authentic materials, culturally integrated lesson content, and interactive tasks focused on the cognitive and affective domains were integrated into foreign language classrooms. In addition, there has been a call for the re conceptualization theoretical underpinnings related to use of the target language for language instruction. Past instructional policies have been dominated by monolingual instructional principles largely unsupported by empirical evidence. In today's multilingual

classrooms there is a need to revisit the common assumptions that translation from L2 to L1 (or L3 to L2 for that matter) has no place in the teaching of language or literacy, that instruction should be carried out exclusively in the target language without recourse to students' L1, and that L1 and L2 should be kept rigidly separate. In contrast to these assumptions, recent research has shed light on the fact that the L1 should be seen as a cognitive and linguistic resource that can function as a stepping stone to support more effective performance in the L2.

Furthermore, constructivist teaching practices, influenced emphasis on social interaction in learning and development, helped learners to internalize and reshape new information. The theoretical underpinnings view of language learning that maintained contextualized input in cooperative, meaningful interactions with others formed a basis for Socio cultural Theory (SCT), which has enhanced language acquisition and taken hold in classrooms around the globe. The goal of SCT is to understand how people organize and use their mind in the daily process of living. From a socio-cultural stance, acquiring language amounts to more than just mastery of the linguistic properties of the L2. It involves the “dialectic interaction of two ways of creating meaning in the world”.

CONCLUSION

English is the foreign language to the people of Bhopal; students of our country find it complex task in their education. It is a matter of great sorrow that effective implementation of English curriculum is still far away. Especially in rural areas of Bhopal, English is yet the matter of fear for students. Though the present research tends to view the variations of effects of the present modern electronic media solutions on the teaching and learning of language and communication skills in English, it focuses on the major paradigm shifts in teaching and learning of language in general. The research is an endeavour to prepare an analysis of socio-linguistic, psycholinguistic and educational background related factors. It is an analysis of the class-room pedagogical practices as well as personal and social practices for interactions through the means, modes and manners of the modern-day mass communication. Most of the researches on and around ELT and ICTs have either foreign basis or background in them or focus on specific modes or means with a specific target group.

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