

# The Essence of Learning English in Rural Areas through Media

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**Abstract** - The present information era has made the communication easy because of the easy access to information. This paper emphasizes the significance of changes required in teaching English language in rural areas. This paper throws light on the importance of media in learning English Language and focuses on the methods to be adopted in ELT collaborating it with daily chores and making one suitable to different spheres of the society. It encompasses a wide range of interconnected domains of media in teaching and learning English Language. Further, it aims to create insights of media and inspires the students in learning English Language. The primary concern of this paper is to highlight effective and motivational strategies for successful learning of English language through media.

**Index Terms** - ELT, Education, Effective Learning, Media.

## INTRODUCTION

The students learning English language in rural areas are to be adopted on the basis of all round development connecting it to the individual's personality and urbanization focusing on the modifications in the methods of teaching this global language. Teaching English Language in rural areas should be modified interlinking it to the modern civilization using media as a tool in learning English. Choosing media is a rapid approach to rise globally with the emergence of the changes in teaching English in rural areas spreading a scope to earn while learn leading a scope to urbanization.

Teaching English language is to make the learners realize the importance of the application of general concepts into actions, as an encouragement, to spread a better understanding and learning. An impromptu exercise in the class using students under the guidance of the teacher is the best form of learning language.

Media, the most powerful source of knowledge, plays a prominent role in learning English language if it is

collaborated with the attainment of knowledge. The real-life experiences of students and their involvement in learning are much more powerful than any other approach. Hence, students must be given a scope to learn English language with a collaboration of knowledge seeking.

Different Media such as print media like magazines, books, newspaper etc., visual media like television, audio media like radio can be used for the transfer of knowledge as well as learning language connecting it to the day-to-day scenarios of the world in and around. Moreover, learning English language can be connected to the economy using the resources as a source of income under the provision of projects as a part of application process of learning language leading to a scope of urbanization.

The significance of Media in learning English in Rural Areas:

Media provides opportunities for learners to see, hear, and handle and thus create a higher degree of interest in English Language. They offer a hands-on experience which stimulates the involvement on the part of learners. They make learning more concrete, crystalized, practically applicable and meaningful. As such, media encompasses everything from chalkboard to the classroom blog.

Language teachers have been using movie clippings in their classes for decades since movie is an excellent visual and learning tool. Learning from movies is motivating and enjoyable. It is a well-known factor films and TV shows are integral part of students' lives so it makes perfect sense to bring them into the language classroom.

This approach of teaching is an integrated skill practicing that focuses on various aspects of life, language and culture of different communities and their reflection through cinema. Students are no longer

limited by the walls of a classroom or the knowledge of a single textbook. The world is available to most of the students beyond the classrooms, even when they do not have their own computers. We can bring the media into the classroom through visuals, sounds, smells, and tastes. Because our brains rely heavily on stimulus from the outside for learning, this is just one of the reasons that teaching with media is brain friendly. In addition, we should bring technology to the classroom because:

1. Media is a source of information and spread of generation. (Knowledge oriented)
2. Media provides an aid to aim high and promote the production. (Opportunities)
3. Media is a blend of entertainment and enlightenment. (Easy to approach and readily available)
4. Media is more in tune with the way the students learn today. (Connectivity to the outside world)
5. Media is outsourcing and outreaching. (Exposure)

Media is a source of information and spread of generation

Involving students in creating media encourages collaboration, accountability, creativity and mastery of ideas and concepts. Teaching English language can be coordinated with media to create an atmosphere of learning providing information, entertainment and education. The information from media can be connected to the designed syllabus to improve language by adopting various concepts like Word-building, generating ideas, re-framing sentences, retelling the facts, understand the specific expressions. Media provides an aid to aim high and promote the production. (Opportunities)

Importantly, the goals of technical communication are different from those of academic and general communication. In short, technical communication has to achieve a target set for itself in the form of positive and prompt action. Media in this regard can be utilized as a platform to learn about the development of language learning by watching English News channels with its focus on information connecting the students to the society relying on the live situations.

Media is a blend of entertainment and enlightenment. (Easy to approach and readily available)

Learning English language through media can be a symbolic use in connecting the students to receive,

remember and react easily since the students are tuned to entertainment strategies like movies and live shows. Teaching English through media by connecting the students in the classroom with the scenarios in the clippings of movies, magazines and newspapers adopts a spirit to participate and involve in learning. Entertainment media influences and intrigues the students to acquire language skills with no efforts, since practice of language takes place unintentionally.

Media is more in tune with the way our students learn today. (Connectivity to the outside world)

Students in the present generation are more intrigued to learn practically than focused to be studious. Learning is more an experience than studying in the form of knowledge acquiring. Since media is an easy to approach outsourcing, Media can be a component of active learning strategies such as group discussions or case studies. Media could be a film clip, a song heard on the radio, podcast of a lecture or newspaper article. Students can also create their own media. For example, student video projects can be a powerful learning experience. These projects will make the students to involve and immerse completely as it is creative and more interesting them. Indirectly it will boost up many skills sets in them.

Media is outsourcing and out reaching. (Exposure)

Media, like all other teaching technique should be used judiciously in the learning process. As it is a powerful and double-edged tool one should use it wisely as teaching tool. It can be used to motivate discussions or to lock in concepts. However, there are a number of important aspects for faculty to consider, before they integrate media or ask their students to use or develop media in their courses. We have to explore tips for effectively using media, should note a number of common mistakes to be avoided and describe how to involve students in creating media on their own. The dramatic growth of social media creates new opportunities for engaging students.

Effective ways of using of using media

- Picking Elements of Media: Teachers should find a movie, a song, a clipping or news source and incorporate it into their class aiming to spread LSRW skills.
- Adopting the usage of media by assigning tasks to improve Vocabulary skills: Contextual learning can be encouraged to enhance knowledge through

the tasks assigned which are to be designed aiming to lead the students to collocate words, to gather information, to apprehend the situations and to resolve the same.

- Integrate media effectively into a course. The conscious usage of media is to be adopted by integrating the topics in the syllabus with the current affairs enabling the students to learn the language effectively by providing the scope to search and use general and technical vocabulary.
- Usage of the subtitles feature for visual media: Teachers have to design activities by arranging a platform to use the visual media that provides subtitles to enable the students to understand the application of language. Further visual media enables the students to learn English language through translation methodology.
- Media an aid for project-based learning: Students must be assigned projects based on data analysis and data interpretation on different scenarios encouraging students to be associated with media to collect data and interpret the same, resulting in a focus on learning and application of English language.
- Allotting a task to create their own blogs in websites. Students must be allotted tasks to create their own blogs in websites as a part of their internal assessment in regard to language skills. Moreover, this activity motivates students to get themselves updated and upgraded leading them to know how to project and present themselves in their professional world.
- Stay legal. Students should develop awareness about copy rights laws and other legal matters when they rare using the data from internet or some media content. So, one should check the copyright information and other policy matters.

#### When To Use Social media:

- Before learning the concept. Showing media before the discussion gives students, an image to which they can compare the topics under discussion. This approach allows quick reference to easily recalled examples. Schwartz and Bransford (1998) show that demonstrations focused on contrasting cases help students achieve expert-like differentiation. In addition, Schwartz and Martin (2004) found that carefully

prepared demonstrations "help students generate the types of knowledge that are likely to help them learn" from subsequent lectures.

- After a brief introduction but before learning the concept. This method provides students with a brief capsule of what the media is about and what to look for -- helping to focus attention while watching the media.
- After learning the concept. Showing media after describing a theory or concept allows the instructor to use the scenes as a case study. This approach helps students develop their analytical skills in applying what they are learning.
- Before and after. Repeating the media is especially helpful when trying to develop student understanding of complex topics. Utilize the media before the discussion to give students an anchor. Guide students through a description or discussion of the topics. Rerun the media as a case study and ask students to analyze what they see using the theories and concepts just discussed. Also punctuate the rerun with an active discussion by asking students to call out the concepts they see in the scenes. This method helps to reinforce what they have just learned.

#### Students - Generated Learning

Involving students in creating media encourages collaboration, accountability, creativity, and mastery of ideas and concepts. Importantly, one does not need a large budget, fancy studio, or advanced degree to create original media that is informative, entertaining and educational. An article by Joshua Kim notes that video projects are inexpensive to create and that this approach also encourages non-linear learning. Instructors do not need to be media savvy. The present generation students have grown up in the digital age and they are comfortable with technology. Instructors should help students focus on creating content that is meaningful for the intended audience.

#### Effect and Media in ELT

The present generation is under the strong influence of media. As media is double edged knife, it get its own pros and cons. As information is following in a rapid speed, in voluminous way segregating the information as per relevance is becoming a challenge. There is every possibility for the netizen to deviate from the

track, of original interest. The pop ups, chat boots will tempt the browser to open the new windows.

The three different types of Media:

All the major forms of media Print media, Audio media, Visual media and digital media are affecting every field. Even language learning is not an exception for that. Because of the easy accessibility of internet, the information is reaching the public in the blink of the eye. It paved the path for online learning/e learning. Today's student need not wait for teacher to clarify his doubts. The internet and the relevant ELL websites will serve the purpose.

#### Print Media

Various sources of language are available in print mode like newspapers, magazines, books, journals. But it is a pathetic state that none of them will be used by the students on a regular basis. The very few things which attract the students are various brands, their tag lines which will be easy to remember. The signboards and placards also will be catchy and take the attention of the passersby. Even the user manuals of various electronic devices printed in English will be helpful for student consumers in building their vocabulary. Various pamphlets inserted in daily newspapers will also contribute for the improvements of the language. As these are generally short and crispy and in colorful way, they will be remembered more by people.

#### Visual Media

Further the most effective and influential media of 20th century is visual media. Either movie, Television, Internet are widely utilized and leave a very strong impact on the viewers. Particularly, movies will go to the mind of common man very easily. Even other language movies are being watched by natives of another language with the help of English subtitles. These subtitles will help to improve reading skills, comprehension and grammar skills. The dialogues and script also will contribute.

The short films and various web series which are popular now-a-days are helping to improve listening skills. In the web series, if the native accent of the actors in their dialogue delivery is well received by the young viewers and if not understood the quick reading subtitles will help to improve reading skills indirectly. In this way not only the different accents but cross-cultural communication.

#### Audio Media

For the development of language audio media will help very well for the kids. Various inbuilt songs of toys and audio books and nursery rhymes will help to develop listening skills. This will promote the acquaintance with the language and also improve familiarity with the sounds. Even the FM Radio commentaries, reviews, talks help to understand pronunciation and language particularly the expression, tone, and modulation of the voice is acquired through these audio channels. The conversational skills, interviews skills are well taken by listeners of FM channels. The Audio books also help adequately to promote listening skills. The learner will know narrative techniques and storytelling techniques. The audio books are helping to develop patience to listen.

In this way print, visual and audio media are contributing well for the development of English language skills is today's learner.

#### CONCLUSION

To teach and groom the present-day generation students taking the help of media in various forms is very much essential. It helps the learners to understand the world in a better way while enhancing knowledge. It develops ease for the learners to grab opportunities and will boost up to publicize or magnify the resources. Finally, this paper concludes that media will help to evolve creative and critical thinking in students and will also improve the general language proficiency.

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