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MULTIMEDIA MASTERY: A DYNAMIC APPROACH TO LANGUAGE LEARNING

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ABSTRACT



In the ever-evolving landscape of language acquisition, the traditional approaches to learning are giving way to dynamic and innovative methodologies. One such ground breaking avenue is "Multimedia Mastery," a comprehensive strategy that leverages the power of various media forms to enhance language learning experiences. This dynamic technique changes the traditional paradigm of language acquisition into an interesting and dynamic process while also accommodating a variety of learning styles.

.Keywords: *Language acquisition, methodologies, Multimedia Mastery, technique, paradigm*

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INTRODUCTION

The advent of paper marked a transformative moment in the history of printing, profoundly enhancing the accessibility of the written word. Johann Gutenberg, a visionary individual, played a pivotal role in this revolution by introducing the movable printing press. This innovation not only significantly accelerated the printing process but also reduced costs compared to traditional wood block printing methods, ushering in a new era of widespread dissemination of knowledge and information.



THE POWER OF MULTIMEDIA

Media language is the detailed and purposeful system that efficiently communicates the significance of a media text to its audience. Media language is a powerful tool to reach public.

The basic vocab students must acquaint from media language as follows

Advertisement: Advertisement is a form of communication that typically attempts to persuade potential customers to purchase or to consume more of a particular brand of product or service.

Blog: A blog is a Web site, usually maintained by an individual with regular entries of commentary,

descriptions of events, or other material such as graphics or video.

Blogosphere: Blogosphere is a collective term encompassing all blogs and their interconnections it is the perception that blogs exist together as a connected community or as a social network.

Broadcast: Broadcasting is the distributing of audio and/or video signals which transmit programs. Television and radio programs are disseminated through the dual channels of radio broadcasting and cable distribution, frequently employing both mediums simultaneously.

Column: A column, a feature in newspapers, magazines, or other publications, is an enduring literary composition crafted by proficient columnists.

Editorial: The editorial board is a group of editors who, usually at a print publication, determine the tone as well as the course of the editorial.

High-Tech Politics: Today's American political system in which technology is rapidly shaping individuals' and policymakers' behavior, as well as the political agenda itself.

Journalism: Journalism is the profession of communicating news, deceptive information, and commentary through a wide range of media. Newspapers, magazines, radio and television, the internet, and, more recently, mobile phones are examples of these.

Journalist: A journalist, also referred to as a newspaperman, is who conducts journalism, which is the gathering and sharing of information about current events, trends, issues, and individuals while attempting to maintain an unbiased viewpoint. And



reporters are one type of journalist. They create reports a s profession for broadcast or publication in mass media such as newspapers, television, radio, magazines, documentary film and the internet. Journalists, are writers, editors, or photographers, or broadcast presenters or producers, are the primary sources of information and opinion in the present-day mass society.

Magazine: Magazines, periodicals, glossies, or serials are publications that are normally released on a regular schedule, feature a range of articles, and are generally funded by advertising, a purchase price, pre-paid magazine subscriptions, or all three. They are published on a weekly, biweekly, and monthly basis.

Mass media: Mass media includes all the “tools” for communicating with large numbers of people through television, radio, film, online services, magazines and newspapers.

Media bias: Media bias refers to the actual or perceived inclination of journalists and news producers within the mass media to exhibit partiality, favouritism, or prejudice in the selection, presentation, or framing of news stories, thereby shaping the narrative through subjective perspectives and potentially influencing public opinion.

Media events: An event staged primarily to garner media coverage rather than to serve a substantive purpose.

News: News is the reporting of current information on television and radio, and in newspapers (printed and digital) and magazines.

Press conferences: Meetings with reporters Print media The portion of the mass media which include newspapers and magazines.

Trial balloons: Confidential data that will reveal to assess the potential political response.

Tabloids: A tabloid is a newspaper of small format giving the news in condensed form, usually with illustrated, often sensational material.

Yellow journalism: The term used to describe sensational news reporting is often referred to as "yellow journalism" or "tabloid journalism."

Propaganda: Propaganda often presents facts selectively to encourage a particular synthesis, or gives loaded messages in order to produce an emotional rather than rational response to the information presented.

The language, unavailability of suitable teaching-learning resources, a shortage of competent educators, flawed instructional methods, insufficient motivation among learners, and various other issues are the educational landscape continues to grapple with these multifaceted problems, hindering the effective dissemination of knowledge and skills. Addressing these challenges is crucial to enhance the education system in India. The underlying premise of this research posits that proficiency in extensive listening, speaking, reading, and writing (LSRW) skills serves as a pivotal factor in securing lucrative employment opportunities. Consequently, it is advocated that the undergraduate classroom should function as a robust foundation, equipping individuals with the requisite English language competence essential for effective communication beyond the confines of educational institutions.



Teachers play a pivotal role in fostering a habit of daily newspaper reading among students, aiming to cultivate awareness and enhance their Language Skills of Listening, Speaking, Reading, and Writing (LSRW). Encouraging students to engage with newspapers on a regular basis not only contributes to their overall knowledge but also serves as a valuable tool for refining specific language-related competencies. By adapting newspaper reading daily to the curriculum, educators can create a learning environment that stimulates progress in fundamental language skills. This practice becomes a gateway for students to reinforce their spelling abilities, as exposure to diverse vocabulary in news articles helps solidify correct word usage and spelling patterns.

Furthermore, consistent newspaper reading aids in the development of proficient sentence formation. Students can observe and analyse sentence structures employed by professional journalists, allowing them to internalize effective writing styles and apply the techniques in their own compositions.

In addition to spelling and sentence construction, exposure to newspapers introduces students to extensive array vocabulary learning. The diverse topics in news articles expose learners to terminology across various domains by expanding their lexical repertoire, which enrich vocabulary contributes not only to language skills but also to critical thinking and comprehension abilities.

Ultimately, the daily newspaper reading into the educational framework is a dynamic strategy that empowers students to progress holistically in their language proficiency. As teachers motivate and guide them through this practice, students stay informed

about current events and develop the linguistic competence necessary for effective communication and lifelong learning. The survey is conducted on the undergraduate students of Hotel Management College in order to make the students aware of the concept.

The initial six questions of the student questionnaire focused on gathering personal biographical information, while questions 7-10 strategically formulated to extract detailed insights into the purpose of studying English at the undergraduate level. These questions aimed to uncover the participants' perceptions and awareness of the utility of English in their future endeavours. The concluding set of questions delved into their awareness of the extended applications of the English language and its connection to information and entertainment. Overall, the questionnaire effectively elucidated attitudes towards English language as a subject.

The questionnaire as follows:

1. Your present course /class.
2. In which medium of instruction have you studied the previous class?
3. Are you interested to read newspapers?
4. How many newspapers do you know?
5. Which English newspaper are you interested in?
6. Is the role of newspaper in daily life important?
7. Do you read English Newspaper/Magazines/Novels?
a) Very often b) Often c) Sometimes d) Never



8. Do you read any other English books other than your reader?

a) Very often b) Often c) Sometimes d) Never

9. Do you listen to English podcast?

a) Very often b) Often c) Sometimes d) Never

10. Do you read subtitles to enhance speaking skills?

a) Very often b) Often c) Sometimes d) Never

The above questionnaire clarifies that fifty students are from Telugu and Hindi medium background. The research elucidates that most students weren't exposed to authentic materials which could enhance reading ability. Twenty students stated that they watch only vernacular programmes and the ten students are invariably from the urban area where they had education in English medium. The data indicates that ten students seldom leverage excellent English resources readily available through Instagram, Snapchat and television due to ignorance, lack of guidance, and insufficient motivation. The rest of ten students responded to improve language skills by practising Spoken English, writing articles on their favourite topics by downloading digital newspaper such as *Aadhan*, *Snapchat*, *Dailyhunt*, *Economic Times*, *The Hindu*.

On the other hand, students can also upgrade their skills by playing language games such as cross word, puzzle, scrabble, word mine, quiz etc. these games not only improve learning skills but also make the students acknowledge with the current affairs. Eventually, media has proven to be a highly effective tool for both entertainment and education. However, its success falters when it attempts to take on the role of a direct instructor. Despite the

remarkable technological advances witnessed over the past 150 years, traditional classroom practices have experienced minimal evolution. Regrettably, the introduction of media into English language teaching within the classroom remains inadequately encouraged. Despite numerous programs and materials having developed to advocate for the integration of media in the classroom, the desired results have yet to materialize.

For instance, in India, the government is investing a lot of money in making educational programmes like Prof. G. Ram Reddy Centre for Distance Education, IGNOU, are not observed much difference in the curriculum. In developed nations like the USA, the media revolution has been deemed a failure by many, with one commonly cited reason being the tendency of producers to disregard the perspectives and insights of educators when creating educational programs. Consequently, the involvement and input of practicing teachers are crucial factors in ensuring the quality and efficacy of such academic initiatives. Educators have long recognized the effectiveness of utilizing teaching aids to captivate and maintain the attention of a classroom. Frequently, teachers employ these aids to convey and elucidate concepts in the most optimal manner for learners. Using teaching aids to enhance media language for graduate students can offer numerous advantages.

Here are some key benefits:

1. Enhanced Understanding: Interactive technologies, multimedia presentations, and visual aids can help make abstract concepts more concrete and clarify difficult topics. The understanding of students of media



- language, which frequently has a wealth of theoretical and practical components, can be improved in this way.
2. **Engagement and Interest:** Graduate students' learning can be enhanced by the use of a variety of instructional aids. The learning process can be made more pleasurable by incorporating interactive and visual components that can hold their interest in the material.
 3. **Multimodal Learning:** Different learning styles are preferred by different students, and teaching tools can accommodate these differences. Teachers can better meet the demands of kinaesthetic, visual, and auditory learners by utilizing interactive technologies, audio features, and visual aids. This creates a more welcoming learning environment.
 4. **Application in the Real World:** Teaching aids can assist graduate students make the connection between theoretical ideas and useful applications by offering case studies, real-world examples, and industry-relevant scenarios. In order to adequately prepare students for professions in media-related fields, this bridge between theory and practice is important.
 5. **Better Retention:** Multimedia presentations and visual aids can help people remember information better. Research indicates that the inclusion of images in instructional materials can improve student retention and comprehension in comparison to text-only methods.
 6. **Critical Thinking and Assessment Facilitation:** By encouraging students to examine and assess information, interactive instructional tools can help students develop their critical thinking abilities. Teaching tools can support conversations and activities that encourage critical thinking, and media language frequently entails the interpretation and analysis of diverse media formats.
 7. **Adaptability and Flexibility:** Teaching tools offer the learning process flexibility. Teachers are able to modify their methods of instruction to meet the demands of their students and the changing language of the media. This flexibility is essential in an industry where trends and technologies are ever-evolving.
 8. **Enhanced Communication Skills:** A variety of instructional strategies, including group projects, discussions, and speeches, can help students become more proficient communicators. A key component of media language is effective communication, and these tools can support students in honing their articulation skills and participating in thought-provoking dialogues.
 9. **Enhanced Motivation:** Pupils can be inspired and motivated to actively engage in the learning process by using well-designed teaching aids. For graduate students working on complex projects or doing research in media-related subjects, this motivation is especially crucial.
 10. **Technology Integration:** Since media language frequently makes use of technology, integrating technologically savvy



instructional resources can complement the knowledge and equipment employed in the field. Students may be better prepared for the challenges of their future employment as a result of this integration.

In conclusion, employing teaching aids when teaching graduate students media language can result in a more engaging and dynamic learning environment that promotes comprehension of the material at hand and real-world application of the skills acquired through Communicative Language Teaching (CLT) methodology techniques.

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