

Relevance of Media to Language Learners and Students in Language Classrooms

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Abstract: This article is aimed to enlighten the effective use of media in education system as well as, to consider the stages of working with an foreign language media in educational institutions and language lessons to give information about the application of an foreign language media to lessons in other languages as a way of developing educational and cognitive student interest.

Keywords: media, advantages of the media, media supplements, teacher-guided, life situation.

Language teachers often spare no effort to equip students with the necessary tools suitable for contemporary life. Since the Internet, news, and media play a vital role in our modern society, implementing media in FL classrooms is one of the main concerns of language teachers. It is unnecessary to say that teachers and education should prepare students for the real life. In this turn, media work as crucial tools to support people with information about the real world. That is way, there is no matter what sort of media is used, it can be a magazine, a newspaper, an advertisement or a short video, it is purposed at bringing a piece of real world into the classroom. Apply media into language lessons when teachers want to:

- to introduce a reallife situation,
- to add a discovery component,
- using authentic audio-visual channels,
- to get students to become more involved in the lesson,
- holding a discussion on nowadays' life, events, accidents,
- conduct the lessons based on students' interestes and hobbies. [2, 36]

Using the media to teach languages a real environment is a double challenge for language teachers. Although the media allow students to be exposed to real language that is used in real life, they themselves also convey pre-planned ideologies. And with help of this research we can explore the importance of the real language of the media in learning and teaching languages, at the same time, improves the understanding of the ideological structure of teachers and students. Media can be used in almost any subject to improve the learning effect of classroom learning and homework. You can watch short films and TV clips, written articles, and blog posts to reinforce concepts and spark discussions. Before utilizing different teaching ways of media to language learners they should know what kind of benefits hidden under this term.

Advantages of the media to students and language learners:

- Popular media (movies, music, YouTube) are media familiar to students, which help attract attention and keep students interested in the theories and concepts discussed.
- Students can see theories and concepts in practice. In a figurative sense, theories and concepts jumped off the screen.
- Students can hone their analytical skills by analyzing the media using the theories and concepts they are studying.

- Using media in the classroom allows students to see concepts and new examples while watching TV, listening to music, or watching movies with friends
- Students can experience a world beyond themselves, especially when the media is completely different from the local environment. [1, 112]

In addition to the many advantages, teachers must also take into account some precautions when using the media. Using the media requires a thorough understanding of copyright law, some understanding of the workload involved, and some skills in identifying content, which will promote learning rather than become a distraction. The media supplements teacher-guided learning by encouraging students to listen to music, read printed materials, or watch documentaries or movie clips. The main advantage of this method is that the teacher acts as a facilitator, helping students explain what they hear, read, or see. Students can also make media. This method uses prompting students to play the role of a teacher and creates content that attracts students and helps them master concepts. Finally, social media can also be used to enhance teaching and learning, including various online technical tools, so that people can easily communicate via the Internet to share information and resources.

A well designed course of instruction can utilize these mass media to channel a student's enthusiasm and route it to an academically useful goal. Film communication offers links between classrooms and society. Motion pictures can help explore cultural context, may be integrated easily into the curriculum, are entertaining, and allow flexibility of materials and teaching techniques. Motion pictures can also be related to students' personal experiences, act as a focus for teacher student interaction, and can be used to promote awareness of the interrelationship between modes (picture, movement, language, sound, captions). TV and video are also highly valuable as teaching tools, and seen as especially effective for reaching visual learners and special populations. According to a recent wideranging survey, TV and video are being used more deliberately than ever before and are being more fully integrated into the curricula. Teachers look for quality programming, programs of appropriate structure and length, and advance information to allow them to preview and tape.

The survey found that students and teachers are becoming more aware of the media and are increasingly using cameras and other video production equipment. It also found that attention to the acquisition and use of computers has not replaced television in the classroom. [3, 104]

Even before VCR was easy to use, the "Introduction to Film Course" had become the main course in American colleges and universities. It has been clear over the years that film can be used as a complement to almost any subject, especially language arts. Well pointed out that in addition to encouraging the use and development of communication skills, the film can also be used to establish a social background in English as a second language and provide visual "texts" for deaf students. Use TV news and documentaries in middle school and post-secondary classroom writing teaching teaching model. He believes that the structure and content of news reports reflect the practice of essay writing, so it can be used as a writing project that effectively serves teaching. You can take a step-by-step test of selected TV programs in a single class, using the following strategies: (1) As a warm-up mechanism, teachers introduce writing skills (for example, inform or persuade); (2) Students have time to ask questions and comments; (3) Show news or documentary footage; (4) Students develop an outline for news reports, which they will write based on the stimulus; (5) Evaluate the organization of the project. [4, 209]

As a conclusion we can refer that there are many ways to identify and classify teaching aids. Physical characteristics, nature, complexity or use control. Teaching aids are divided into three categories according to physical fitness features. Teachers must use teaching aids for language learning because inspire students and provide different ways of presentation. The media must adapt to the intellectual level of the students because they will contribute to success and understand the material.

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