Bringing Mass Media in EFL Classroom for Effective Language Teaching

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Abstract: Media plays a paramount role in the teaching and development of English language in EFL classroom. The use of mass media to teach language in authentic context represents a challenge for language instructors. Although media give learners access to authentic language utilized in real life, they convey pre-planned ideology with themselves. The importance of Media in general and in education in particular;Media are persuasive and pervasive such as newspapers, magazines, radio, television and internet in the classroom, etc. The paper clarified the importance of media's authentic language in language learning and teaching and also raised the consciousness of the teachers and learners toward the ideology-laden structures. Here some practical and efficient findings have been provided that can be applied in language classes to enhance the language and socio-cultural proficiency of the students. The article discusses the effectiveness of mass media as teaching aids and devices in the classroom. Hence the role of teachers in the classroom also ascertains the effectiveness of using mass media in the educational system. The utilization of such resources can have an impact not only for acquisition of knowledge, but of greater importance in the development of proper attitudes and values. 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. 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.

Keywords: *Media, Language, Learning and Teaching English, Multimedia in Education, Mass-media in Education.*

Introduction

Media provides teachers and students with creative and practical ideas. They enable teachers to meet various requirements and interests of their students.They also 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 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". (Shirley Biagy, 1996). Bearing in mind all these features and positive input of Media in Education, I thought to undertake this study to give my modest

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contribution to the enhancement of teaching and learning English. As classroom teachers it is necessary to bring mass media in our classrooms exactly for all these reasons mentioned above. We should understand the media, the messages they give and their influence upon us, how to explore this abundant information and create a continuum of the liveliness media create in the life of people and why not in the classrooms where students spend a lot of their time.

Why is the Media Important? Media is important because we get to know the world through using them; we understand the world and try to change it.
"We live in a world where media are omnipresent. An increasing number of people spend a great deal
of time watching television, reading newspapers and magazines, playing records and listening to the
radio... The school and the family share the responsibility of preparing the young person living in a
world of powerful images, words and sounds" (1). Please align the quotation

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.

Mass media provides 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 the reading outside the classroom and above all they enhance motivation.[2] 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.

1. Newspapers and 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.

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 [4].

"People learn through reading, and reading about interesting new things in one's interest subject,undoubtedly helps motivation". (Paul Sanderson, 2002)

Newspapers are also a great source for ESP(What does the acronym ESP stand for?) 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 areeasy to read, easy to use. The committed teachers can design exercises to develop readingcomprehension, critical thinking skills, writing skills, grammar skills, vocabulary, map/chart readingskills, geography skills, social study skills and more. Having a lot of newspapers and information theteachers should be careful with the way how to organize a certain activity using them. So, they areparticularly suitable for mixed-ability classes, depending on the activity, questions, etc.In planning alesson using a newspaper, the teacher should take into consideration the length of the article,paragraph, the complexity of the language, the density of information, the subject-matter and content,the time available and the level of the students.Nowadays, we are living in a period of rapid technological changes in mass communications. ThroughInternet, we are now able to access thousands of newspapers and magazines worldwide. Internet hasincreasingly become a major source of newspapers and magazines for language teachers; just find theweb site and click. But we should be very careful in choosing suitable newspaper materials to use withour students.
Another very important issue about newspaper use is materials collection. It is an on-going process and worth doing it. Choosing and collecting short articles, weather forecast, advertisements, headlines, etc. is a hard task, but we may use them at a later time and more than once for different students. So, it is necessary to be very careful in organizing newspaper materials. Once we start collecting them we should begin thinking to organize them, put under certain categories, systematize them, etc.

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Everyonehas experienced many times the frustration when he/she knows that he/she has that piece of information but does not remember where he/she has put it. It is good to categorize the materials under certain titles, headlines, advertisements, etc. or under topic titles, sport, cinema, relationship, according to language level of students, etc. Of great importance are the use of the photographs and illustrations.

We should be careful to prepare these materials in good quality to use them again and again, and with

every passing year we create folios and enrich them, then photocopy what we want for students' use. We should not avoid using newspapers in the classroom only thinking that they are difficult for our students. It is true that the language there is difficult, but after all it is authentic. There are several ways of making newspaper materials usable for the various levels of students, by selecting interesting newspapers and the students will be interested in reading them and would skip some difficult expressions. A very important thing that enhances success in using newspapers in the classroom is the careful design of tasks. "Grade the task – not the material' is a well-known maxim in language teaching'. (Paul Sanderson, 2002) In spite of the difficulty of the texts, the task should suit the levelofstudents, this is more important than the difficulty of the text.

The involvement of students in pre-activity, while-activity preparation techniques, in the selection of

materials and in carefully designing the tasks are the key to success.

Here are some pre-activity and while-activity preparation techniques that can be used in combination

with one another: (Paul Sanderson, 2002). Please align it.

- Give the students the materials before the lesson, ask them to look for vocabulary at home
- Explain any key vocabulary in the materials
- Summarize the newspaper item
- Ask the students to brainstorm what they know about the newspaper item
- Tell the students the headline and show any accompanying photograph
- Before reading, write on the board and explain key vocabulary
- Ask the students to predict the story-line
- Allow your students to use a dictionary during the activity
- Encourage your students to go for the overall meaning of a text, rather than to understand every word
- Encourage your students to bring to their reading their own world knowledge
- Try to help the students in understanding the grammatical complexity of the text, facilitate toassimilate the density of information, guess the low-frequency vocabulary, etc.

The newspaper activities might be a lot, interesting and multidimensional. They might be about the headlines, headline combinations, articles, categorizing articles, news flash, putting it back together, exchanging the news, ranking articles, press conference, filling in the gaps, news in brief, photographs, predicting photographs, famous faces, photo stories, moving pictures, putting the picture in the story, advertisements, classifying adds, role-plays ads, job interviews, horoscopes, problem page letters, TV guides, cartoons and strip cartoons, acting out cartoons, strip cartoon stories, weather forecast,predicting the weather, matching weather forecasts, newspaper reading corner, find someone who…special interest groups, newspaper puzzles, crosswords, and many many others.

2. Magazines in the Classroom

There are different kinds of magazines mostly political, scientific, fashion, cultural, entertaining and sport magazines. This interest of the university and high school students should be exploited by the teachers to up-date their teaching materials and break the monotony of the lesson by using always the textbooks. As with newspapers, magazines are resources for different subjects, cutting out pictures and passages associated with particular topics. Magazines are also sources in language development in providing pictures to stimulate verbal or written stories. For example, they may be used for introducing color sand clothes, means of transport, short stories, stimulating picture discussions and for other supplementary materials as well, which cover a topic that may be under discussion in a language class. As for the ways how to use magazines in the classroom, we can refer to the ideas and clues given for the newspapers. Both newspapers and magazines have a lot of things in common.

3. The Role of Books in Everyday Life and Education

Books are crucial in modern life as well, a driving force in education, business, law, science, medicine and entertainment. Through books the students gain the legacy of knowledge earned by those who came before [3]. People of all ages find information, pleasure, relaxation and inspiration while reading books. Books lack the immediacy of other mass media, but they make up for that by greater thoroughness and permanence. Books are saved and treasured in great public libraries and in personal collections. Readers go back to famous books, rereading them again and again. Others enjoy a book once and pass it on, wanting others to share their discoveries.

'Those who have already discovered the joy of books, however, are hooked for life. And as others
become aware of the vast array of books available, they too will find that unrivaled knowledge and
pleasure await them between the covers of books' (Beckert, 1992). Please align it.

There is also a vast area that textbooks cover. Besides them, there are a lot of books that we read as a class assignment, a novel in the English class, in the course English through Prose and Poetry, in British and American literature course; a book on the planets in the science class, and many others. So, books are among the most enduring of the mass media. Some people save them for years, and libraries save them for centuries. Here is the right place to mention the words of Franklin Roosevelt: "People die, books never die".

4. Radio and Education

Radio plays an important part in developing people's imagination, in creating pictures in the mind through the power of words, it stimulates the imagination to fill in the visuals, etc. The listeners see the drama in their heads. Thus, when radio is used in the classroom it helps students to promote their imagination, to voice their creativity.

A lot of radio programs contribute to language learning. Besides getting new information andentertainment, in language classes radio helps the pronunciation, the intonation, the pitch of voice, etc.

These might be successful if we undertake adequate preparation and design carefully graded tasks. Students gain a feeling of satisfaction from having understood something of an authentic broadcast; we can see the joy in their faces. They develop greater confidence in their ability to cope with English as it's spoken outside the classroom. Albanian students may use BBC World Service news bulletin, Voice of America or other foreign radio stations. In case students have no possibilities, the teacher may record the news bulletin, transcribe it and prepare to explain any difficult vocabulary that   out. Then the teacher may ask the students if they have listened to the news in Albanian the day before, because nearly all the news, especially international news, is almost the same. So if the content is somewhat known to the students, they will be more motivated and the success of the task will be easier.[5]

In the classroom the students may be put into groups to discuss what is going on in the world and what they predict they are going to listen to. The teacher or one of the students may write all the predictions on the blackboard.

The first step might be to listen to the headlines, several times, as they are short, but convey a lot.Then the teacher may ask the students to identify which (one) of the stories they predicted are included inthe headlines.
Then (the teacher) ask the students various questions about, what has happened? Where did it happen? How manydifferent stories have you heard for the same event? etc. Then let the students listen to the newsbulletin 2-3 times and then give them time to discuss about (Not a good appropriate preposoition) the above questions. In the meantime theteacher may explain any key vocabulary.

We know that it is difficult, but if we can make copies of the news bulletin, it would be possible to organize follow-up activities. Students may transcribe certain stories, use dictionaries to check themeaning of unknown words, group words according to various fields, etc. They may also compare the language of the news bulletin with the language of a newspaper of the same date and the same topic. So, we can organize listening and reading comprehension activities. At last the students may report on what they have listened to. There might be tens of different activities using radio in the classroom. We have practiced these procedures with such topics as: The War in Iraq, Pollution and Environment, Global Warming, Weather Report, Poverty, Holidays, etc.

5. Television and the Classroom

Most people today watch about three to five hours of television a day. 'Defenders call TV a window on the world, a magic carpet of discovery. They claim that it enlarges both knowledge and understanding. Defenders say it encourages a new way of thinking, with interlocking hopes, needs and problems. Critics call it the idiot box. They say it promotes mindless viewing of mindless programs.

Critics say it stifles creativity and promotes distorted thinking. Social observers often urge parents not
to use television as an electronic baby-sitter'. (Beckert, 1992)
"It's no use complaining that children today would rather watch TV or videos than read".(PhilippaThompson, 2000) We the teachers should try to exploit students' viewing habits as a starting point for
developing more active literary skills. The teachers need to know the interests of the students and what
they like most to watch in order to keep high their motivation, undertake different duties, fulfill various assignments and feel the success. In a questionnaire the students were asked which TV station they watch most and why? Most of the students replied that they preferred to watch Top Channel because they like it very much. Here are some of the considerations that the students wrote:

Align or merge the above document properly.

• It has a lot of information
• It is a powerful and trustworthy station
• It is attractive, entertaining, informative, serious
• It gives quick and exact information in different fields
• 'Fix fare' is one of the most watched programs
• News is of high quality, quick and fresh
• The staff is very professional and well qualified
• It uses an advanced technology
• It gives a lot of interesting documentaries
• It has a wide range of programs, etc. etc

Meet their interest- Cater to their interest May be a better term.

These considerations show that the students watch that TV channel that meets their interest. Throughtheir answers we see that the students really think about what they watch. We also see what they are interested in and so, we should try to exploit those TV programs to promote students' learning.
TV programs may be used as warming-up activities, pre-activities for the coming issue, as supplementary materials for a certain topic, for up-to-date information, to update the information inthe textbooks, etc.Documentaries are also educational. Documentaries on Wildlife, on Civil War, on Discovery Channel,
and others, have opened valuable windows for our students. Through them our students can learnabout languages, cultures, science, etc. Some of these documentaries, if carefully selected may be usedsuccessfully in the classrooms and be a part of the curriculum. They may help students to betterunderstand the subject.[6]

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As we cannot use TV information when it is given, we can bring this information into the classroom through videotaping various TV programs for later use. Often activities using television, video andmovies overlap, there is not a strict division among them.

6. Using Movies to Teach English

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 ways 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.[7]

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. Sometimes the teachers recommend students to see a film dubbed into or subtitled in Albanian, if possible, before seeing it in English. It would be great to find English films with English subtitles. They make understanding the language easier as listening to authentic language is more difficult than seeing the expressions written, thus matching the words with pictures and voice. Jane Shermon says,

"The eye is more powerful than the ear". (Jane Sherman, 2003) It is better to merge it within the body of the literature.

In this case the students are offered both reading and listening. Judging from our experience usuallystudents prefer more reading than listening, with few exceptions. While using a film in the classroom to help our English we have paid attention to the accent, voice, body language, choosing of the words, training ear and the eye, lifestyle, plot idea, summary, what's going on, why and how, and many other things depending on the aim we have put to ourselves. Another 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, We may also give assignments to our students, write about your favorite film, your favorite characters, your favorite actors, what makes them your 'favorites', the differences you see if a book has been made into a film, etc. When a preliminary work is done before watching the film the above activities may produce interesting writing activities. These kinds of activities also contribute to the promotion of critical thinking, especially in evaluating films and improving language skills.

Other ways of using films in the classroom are: Segmenting the film, pre-watching, while-watching and post-watching activities, which are very useful as cloze exercises, quizzes, related readings, web

sites, film presentations, discussions, research work, etc. Of course, there are not ready made recipes to be followed. Teachers should be creative and decide themselves for the procedures that they feel that have worked well.[8]

Let us see a questionnaire prepared by AkisDavanellos. We have adapted it to our experiences,students and our classes: (AkisDavanellos, 1999) The students are asked to tick in which of the stagesthese activities should be carried out. Some of the activities may be carried out in two stages. The firstone is done for the students. After filling this questionnaire the students had a very interestingdiscussions and a lot of interaction.

Nr	Activities to be carried out	Pre	While	Post
1	Prepare the students psychologically for the film which is to be shown			
2	Ask the students to reflect on the film shown			
3	Provide students with some necessary background information about the film			
4	Involve the students in language production			
5	Prepare the students linguistically, vocabulary, accent, etc			
6	Making personal comparisons about the topics of the film			
7	Provide the students with reasons for watching the film			
8	Increase motivation and arise interest around the topic			
9	Parallel performance of tasks, listening and note taking			
10	Refer to the title of the film and predict its content			
11	Write a review about the film giving your opinion			
12	Watch the film or parts of it and order the events			
13	Predict the content of the film			
14	Build up a story based on visuals to compare it to the actual			
15	Ask the students to fill in questionnaires about the film			
16	Answer true/false questions about the plot of the film			
17	Write a letter to the main character of the film			
18	From a list of words tick the ones mentioned in the film			
19	Write the summary of the film			
20	Listen to the music of the film and anticipate its content			

21	Guess the meaning of the words/expressions while watching the film			
22	Ask the students to change the ending of the film			
23	Design posters to advertise the particular film			
24	Answer multiple choice questions			
25	Pre-teaching of the vocabulary to ease students' viewing			
26	Give out a speech about the film (pros and cons)			
27	Role play a scene from the film after writing your version of the script required forthe acting out			
28	Ask the students to answer comprehension questions			
29	Write an article in the newspaper about the plot of the film			
30	Ask students to re-write the story of the film involving themselves in it			
31	Proverbs, sayings to arouse the interest on the topic			
32	Expose the students to the target language			
33	Pretend to be one of the characters of the film			
34	Ask the students to read a summary with factual mistakes and correct them whilewatching the film			
35	Predict possible vocabulary for the particular film			
36	Jigsaw viewing. Half of the students watch the first part and the rest the other half,then share information			
37	Interview adults about major topics mentioned in film			
38	Design a picture dictionary with the words included in the film			
39	Match the words to definitions or pictures			
40	Build up word lists around the topics of the film			
41	Find opposites, synonyms, collocations, etc			

Watching a film in real life is usually fun and relaxing. We the teachers should try to create a similar atmosphere in the classroom so that both the teacher and the students enjoy the film and the tasks along with it. Not all what we have prepared might be successful, but we should not give up. We have to evaluate what went wrong and try to improve it in the second attempt. After all, practice makesperfect.

7. Internet for Teachers and Students

First, we have to have computer skills to start thinking to bring this kind of Media in our classrooms. There is a separate course for computer skills in our curriculum but this is not enough. More attention should be paid to training courses that help students apply various ways in using computers and Internet in the classroom. Here are some tips that we have used:

It is very important to know how to communicate on the Internet and how to search, explore and locate information. Internet is not merely a source of authentic material in English but also a source of information aboutall sorts of topics we may want to discuss in the classroom and at the same time a source ofprofessional knowledge for teachers in the form of bibliographies, articles, courses and conferences.But to get all these we need to have some practice and experience. It is often that we spend a lot oftime searching the Internet, and we feel that we are wasting time and finding nothing that we really wanted. So, it is crucial to have some tips about the ways how to search the Internet, especially the key words of research.Internet helps students and teachers to compare and classify information, to induce and deduce ideas,to analyze errors, to abstract concepts, to analyze perspectives, to gather information, to work inteams, etc. The Internet is an excellent tool for locating the latest news not yet published. Informationon the Internet has three characteristics that distinguish it from traditional classroom materials such asbooks, supplementary readings, videos and films. The information on the Internet is extensive,dynamic and readily accessible.. The extensive, dynamic andaccessible nature of information on the Internet presents new challenges to the learner. Without adequate tools and strategies, students may become overloaded with information, unable to comprehend material written at different levels of complexity or they may become disorientated in countless links. In order to assess and evaluate the information received through the Internet we should focus our attention, think critically and attend to various chunks of information.[9]

We could have not thought about using internet in the classroom ten years ago. Today our university
has several computer labs, which have internet access, and you could see hundreds of students doing

research or homework assignments till late in the evening. University students are learning a lot by using computers, the Internet or other 'fancy technology'.[10]But, gaining access to any technology is only the first step. Teacher training in Internet use andcurriculum integration is another important step. Research has proved that teacher training how to useinternet is very important, but still a hot issue, and yet often neglected. *Please merge this carefully.*

Our country is still lacking behind in this direction. The lack of teacher training is a major obstacle tothe push for computer-assisted learning. The lack of student preparation is another obstacle on theother hand. To properly prepare our students to use computers and technology, we must provide realworldinstruction and computer-based activities. Only one computer class per week, in one year ofstudies at the university is not at all enough for teachers to be. They should use the Internet-basedactivities, video and audio conferencing to explore more in details the topics presented by the teacherand to share ideas. All these can be done by competent teachers and students.[11]

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Inorder to make this easier for the students and teachers, schools should spend more money on hardwareand software, they should realize connection within school and connections between various schools, and on professional development, having support resources that help teachers integrate technology in theclassroom and curriculum. Universities must make considerable choices about how much to invest ontechnology, how best to achieve their educational goals and how fast they wish to deploy recenttechnology. This is an imperative task, because 'technology facilitates deep exploration andintegration of information, high level thinking and profound engagement, by allowing students todesign, explore, experiment, access information and model complex phenomena. This is what we allwant for our schools, our teachers and our students, the best'. [12]

In fact technology is still hardly used by the teachers in their classrooms. Very few use audio and visual materials. Computers are nearly not at all used in the classroom except for the computer skills classes. They are mainly used as sources of information. Teachers hesitate to use technology in their classrooms. They still do not have confidence in technology. It has not become a part of the lesson yet. Many teachers do not feel personally qualified to use the technology in the classroom.[13] They may not be adequately trained in its operation and maintenance. Many teachers are not properly introduced to the various software programs that are available in the school. Also they are not aware of how much of these can be integrated into their curricula. Teachers do not have the available time to learn the various technologies on their own. Many schools have not kept up with the advances in technology that make them easier to use. Flexibility of moving the technology to the classrooms is another obstacle that often results doing the lesson without it.[14]

The library of the university is another place where technology plays an important role. Those libraries that have computers and have digitized their catalog provide students and teachers with the opportunity for personal online research and study. We all know the maxima 'Academic success starts at the library'.[15]
Some other sophisticated High-tech tools and learning systems are: Smart Board, Blackboard, etc., which have a lot of advantages:

- They save space and time
- They allow teachers to organize courses and lectures
- They track students' progress
- They increase students' participation and autonomy

These might seem a little bit too early to be used in our classrooms, but who knows what might come tomorrow. Let's go ten years back and think what we knew about and what is in use today concerning technology in the classroom.[16]

Conclusions

Media helps us teachers make teaching and learning visual (easy for visual learners). A picturenot only tells a thousand words but it also helps students improve their thinking and observation skills, it promotes imagination, etc. Playing the video with or without the subtitles enhances visual learners.Radio (playing the audio) helps auditory learners learn better. Listening to the tape and then having thescript is a clear combination that helps visual and auditory learners.By using various kinds of Media in the classroom we can enhance students' understanding andpromote it where necessary.The use of audio and video with student teachers is crucial also in giving feedback and training, inReflective Teaching, in analyzing and synthesizing, in tracking students' progress over time, in editingcertain options, in testing, in peer coaching, etc. The classroom becomes a multidimensional environment. It is difficult for the teachers to manage this multidimensional environment. It is essential for them to make the students able to use the computer and at the same time deal with other activities such as researching for information from books and magazines, collecting data from observations, gathering information from a videotape, or conducting an experiment, etc. etc. This type of environment is student-centered, very active and requires careful planning and cooperation from the students. The students should be able not only to use computers but also manage the extra resources required by technology as well.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 color to classroomprocedures and methods, thus at the same time helping the students improve accuracy and fluency.[17] There are a lot of issues that can or cannot be solved by media. Internet has three main educational uses. It serves as asource of information, a place for collaboration,and a place to learn and publish.Some years ago it was thought that the computers would substitute the teachers but it did not work.Learning and teaching through computers is an alternative approach that stresses the student's use ofcomputers to solve real-world problems while learning. But however sophisticated it might be,teachers will never be replaced.

Maybe, bêtter is: students' instead of student's.

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