The Effect of Electronic Teaching Techniques on the Media and Mass Communication Students & Teachers

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Abstract

Media and Mass Communication College Students have great possibilities in using new trends of teaching such as Electronic teaching methods, seating arrangement and Modern technologies. With this freedom in teaching, teachers have an enormous number of techniques inside classrooms. Teachers in different branches of Media and Mass Communication College tries to discover a great number of new methods and activities all the time.

One of the college teacher's crucial tasks is to compare, analyze and evaluate the methods they use in order to motivate the students and to make the learning as effective as possible. This research focuses on some techniques commonly used today and tested them. With a theoretical study of these methods, this research will present how college teachers applied them in real classrooms situations.

Students' performance or the circumstances are responsible for The failure of a class; however, there are other factors, which are usually neglected, this leads college teachers to choose what might seem as a successful method by itself but when it is applied in the wrong circumstances, it may lead to disastrous results. This represents the main problem of this paper.

This paper aims at studying the effect of the Electronic Techniques on university teaching. A review of all the methods and how they affect the college teacher and student and how the methods and techniques will apply in the class. It is based on the hypotheses that there is no constant method that the university teacher is able to use, which may lead to a successful classroom Achievement. All techniques and methods depend on several factors: the societal circumstances, the personality of the teacher and student, and the choice of the type of method.

To do this research, the following procedures will be followed:

1. *Applying two approaches in Electronic university teaching, modern methodology and traditional methodology in real classrooms.*
2. *Handing questionnaires that will be answered by the pupils.*
3. *The opinions of pupils' parents about the experiment will be mentioned.*
4. *Two groups are taught each by a method in which Both of the groups had the same number of lessons (three lessons a week.*
5. *The result will be mentioned in two tables and then analyzed.*

This study is limited to the application of the electronic modern methods as well as the traditional methods took place in Al-Imam Al-Kadhim University College for Islamic Sciences.The subjects of the study are ten college students in the third year in Journalism branch and ten students in the fourth year in Television and Broadcasting branch of the same college.

Finally, a number of, conclusions, suggestions and recommendations for further research are made.

Keywords: *Teaching; Teaching Techinques; Electronic;*

Introduction

As far as the teacher is concerned, Everyone can remember a few college teachers who stood out from the rest. If students were lucky, they had several who were superb; however, each of them likely had more poor teachers than outstanding ones. They can all remember classes that were boring and frustrating, when they dreaded going to class or meeting the professor in the hallway, when they ritualistically counted off the number of classes remaining in the term. But students also had classes they attended eagerly and finished with regret. Remembering notable positive and negative examples from their past is useful in choosing ideals to emulate. (Bhatt, 2002)

The most striking thing about these portraits of twentieth-century college teachers is the importance of their lecture or seminar performance to the level personal and intellectual impact they had on their students.

Modern Methodology
Turning the attention to modern methodology, its aims, philosophy, and procedures, and some examples of its methods. Unlike traditional methodology, modern methodology is much more student-centered.

Broughton states that "the language student is best motivated by practice in which he senses the language is truly communicative, that it is appropriate to its context, that his teacher's skills are moving him forward to a fuller competence in a foreign language" (Broughton 47). Briefly put, the students are the most active element in this process. The teacher is here not to explain but to encourage and help students to explore, try out, make learning interesting, etc. Though being essential, the aim of learning a foreign language according to modern

In his book Learning Teaching, Jim Scrivener claims, that nowadays a great emphasis is put on "communication of meaning" (Scrivener 31). Instead of grammatical competence, communicative competence became the priority. Ronald V. White articulates three principles of modern methodology: firstly, "the primacy of speech"; secondly, an emphasis on "the centrality of connected text as the heart of teaching-learning process"; and thirdly, an "absolute priority of an oral methodology in the classroom" (White 11). Instead of memorizing grammatical rules and isolated vocabulary, modern methodology prefers to present contextualized language and to develop skills.

Teaching skills
Focusing on one important part of modern teaching – teaching skills. The main skills are listening, speaking, reading, and writing. They can be classified into two groups: receptive (listening and reading) and productive (speaking and writing). These skills consist of sub-skills; for example, reading includes skimming (reading for gist), scanning (reading for specific information), intensive reading, and extensive reading. While listening, students can listen for gist, or for specific information: for some details, like numbers, addresses, directions etc. In real life we do not normally listen for every word spoken. Therefore, as many professionals today agree, the task should be realistic too.

The tasks should improve skills, not test memory. Concerning productive skills, writing and speaking, there are some important issues to mention too. While students practice production skills, a teacher using modern methodology is aware of a contradiction between accuracy and fluency. According to Jack C. Richards, "fluency is natural language use occurring when a speaker engages in a meaningful interaction and maintains comprehensible and ongoing communication despite limitations on his or her communicative competence" (Richards 13).

As stated by Richards, modern methodology tries to keep a balance between the fluency and accuracy practice (Richards 14). There is another aspect important in speaking activities. This vital aspect is context and purpose. This is supported by the opinion expressed by Jill and Charles Hadfield who claim, that activities which mirror real life situations and which have a goal, for example finding a rule, are "more interesting and motivating for the learners (Hadfield 4). This approach helps learners to be motivated and interested in the subject matter.

Teaching Grammar
Teaching grammar in a modern way is an essential part too. Unlike the traditional method, Four conditions of a good grammar presentation. These are: the creation of a safe atmosphere, the feeling among the students that tasks are achievable, that the students show understanding, and that the students actively listen to, speak, read and write the new language (advisably in this order). As it is emphasized in these courses,the meaning should be taught before the form (Zemenova). Jim Scrivener also makes a good point by stating "Keep it short" (Scrivener 267). Keeping this rule in mind when teaching is essential, since long explanations often become confusing and boring.

Since most of the interaction is going on in English, modern methodologists recommend checking understanding throughout the grammar presentation. As suggested in the methodology course at Masaryk University, the teacher can carry out this essential procedure by using timelines, examples, (if suitable) visual aids, or by asking concept questions. Concept questions highlight the meaning of a target language item and are simple to understand and to answer (usually 'yes' or 'no', possibly 'we do not know').

However, very often they are not easy to make up. They are asked in the target language, though they must not contain the structure or word being taught. The presentation should be followed up by appropriate practice which is usually controlled, guided and free respectively (Zemenova). These suggestions agree with Jim Scrivener's statement that the "ability to use language seems to be more of a skill you learn by trying to do it [...] than an amount of a data that you learn and then try to apply" (Scrivener 19). It appears that encouraging students to 'play' with the target language is very effective in helping them learn to speak it.

Modern methodology includes a number of methods. One of the effective methods for presenting new language is so called 'guided discovery.' Scrivener defines it this way: the teacher is "leading people to discover things that they didn't know they knew via a process of structured questions" (Scrivener 268). The teacher can also introduce a situation, a context, and elicit the language from the students. A suitable reading or listening can be used as a source of the new language.

Teaching Vocabulary

Vocabulary or lexis is a very important part of learning a language.The modern ways of teaching lexis. One has probably met many ways to teach or revise vocabulary. As suggested by Jim Scrivener, the most popular or the most common methods in modern teaching are:

_ Match the words with the pictures.
_ Check the meaning of these words in the dictionary.
_ Match the words with the definitions.
_ Brainstorm words on a set topic (i.e. collect as many as you can).
_ Divide these words into two groups (e.g. food words and hobby words).
_ Label the items in a picture with the right names.
_ Complete gapped sentences with words from a list.
_ Discuss a topic (that will feature in the text).
_ Say which words (from a list) you expect to be in a text about... (Scrivener 231).

Including these methods, the training at Masaryk University offers other ideas too:
_ miming, drawing or showing a flashcard to indicate the meaning of a word.
_ using timelines or percentage (in comparison with some similar words).
_ eliciting some words for a short preferably funny or personal (possibly repetitive) dialogue or story.
_ letting the students get the meaning from the context.
_ using synonyms and opposites.
_ crosswords, riddles.
_ for some difficult words, such as abstract items or verbs, translation is useful too; however, it is preferable to elicit the translation from the students (Zemenova).

These lists definitely do not include all the methods a teacher can use. However, these methods can be used in a variety of activities, such as pre-teaching, listening for lexis, reading for lexis, using a dictionary, etc.

These stages correspond to the stages presented to students during the methodology course at Masaryk University and they have proved successful in many lessons. From a certain point a view they also agree with the grammar lesson stages which are: presentation (first meaning, then oral form, and finally written form) and practice (controlled, guided and free respectively) as suggested by the teachers at Masaryk University (Zemenova).

This procedure is also in accordance with Jim Scrivener's above mentioned statement that "ability to use language seems to be more of a skill you learn by trying to do it [...] than an amount of a data that you learn and then try to apply" (Scrivener 19).

Many people agree that with remembering lexis, using is the best method.

Conclusion

To sum up the modern methodology principles, we can highlight the student-centred interaction, which is connected to the involvement of the students in everything going on during the lesson. This shifts the teacher's role to not causing the learning, but helping learning to happen. The teacher's task is to choose activities suitable for their learners, to guide them in the lessons and to encourage them to experiment with the language.

The modern methodology comprises a rich variety of methods, which should have some common features: activities involving students and close to the real-life situations. To be effective, the methods

follow each other in a suitable order, and there should be a balance of teaching focused on different aspects of the language.

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