

## CHAPTER TWO

### REVIEW OF LITERATURE

The literature and research examined for this study related to the use of media in teaching English. They are reviewed according to the topic as follows;

- 2.1 Definitions and types of instructional media
- 2.2 The Purposes of the use of instructional media in teaching English
- 2.3 The Limitations of the use of Instructional media in teaching English
- 2.4 The factors influenced the use of instructional media in teaching English.
- 2.5 Research studies related to the use of instructional media in teaching English

#### 2.1 DEFINITIONS AND TYPES OF INSTRUCTIONAL MEDIA

##### 2.1.1 Definitions of instructional media

Generally, media can be defined as the channel of communication, which refers to anything that carries information between a source and a receiver. A. J. Romiszowski (1992) also defined the definition of media as “the carriers of messages, from some transmitting source (which may be a human being or an inanimate object) to the receiver of the message”

However, when media is implemented in term of teaching, they can be called “Instructional *media*” or “*Educational media*” because they carry messages with an instructional purpose and encompass all materials and physical means that instructor might use to implement instruction for teaching. (Scanlan, 2006). As well as T. Newby et al (1996) defined "instructional media" as "Channels of communication that carry messages with an instructional purpose; the different ways and means by which information can be delivered to learner."

In addition, Fred Percival and Henry Ellington (1984) provide more specific definition of "instructional media" as "The physical tools of educational technology, including printed words, film, tape, records, slides and the various combinations thereof." So did กิดานันท์ มลิทอง.(2540) define the instructional media as all media containing both learning and teaching content and also gave the definition that are similar to Percival and Ellington’s. She mentioned “all physical tools that are used as educational technology or

the tools that carry message from instructors to learners can be called as instructional media”.

### 2.1.2 Types of instructional media

In general, A variety of instructional media are widely used in language classroom. The common widely used instructional media are, for example, flipcharts audiocassettes, films, videotapes, and DVDs. However, instructional media can be classified to different types according to different criteria.

First of All, instructional media can be classified by the nature of instructional media such as whether they depended on technology or not. Brinton (2001) divided instructional media into two types: *technical media and non-technical media*. She also called them *large M media and small m media*. *Large M* media are related to technological innovations in language teaching, mechanical and audiovisual aids while *small m* media are related to teacher-made, non-mechanical aids.

On the other hand, Heinich et al, (2002) has classified instructional media to be materials ,tools or equipments. For examples, Materials are pictures, flashcards, charts, transparencies, etc. Tool and equipment are OHP, slides, blackboard etc.

Consequently, instructional media can be classified into many types depending on the criteria of the users. They can be divided by their nature or the technology that they based on. Most importantly, the types of media should be selected and used appropriately because the ultimate goal of using various types of instructional media is to make English teaching and learning more effective.

## 2.2 THE PURPOSES OF THE USE OF INSTRUCTIONAL MEDIA

Instructional media is one significant component of learning and teaching English. Many scholars have provided their opinion considering the purpose of instructional media in teaching and learning English. The purposes of the use of instructional media can be divided into two groups, *toward learners and instructors*.

When considering about the *purposes toward learners*, instructional media can be used to serve many purposes as following; (Kemp, J.R. 1989 cited in สุโชติ คาวสุโข และ สารีจณ์ แฟงยัง. 2535; กิดานันท์ มลิทอง. (2540)

Generally, students' interest is the first step that leads to successful learning. Instructional media can be used to activate students' interest and encourage students to get involved in the lesson to promote active learning. For instance, the teachers use properly designed instructional media as advertisements' CD, Internet, and Relia that are related to the content to arouse students' interest and lead to the content or teachers assign students to create their own portfolio to collect the ideas, artifacts and products that provide an authentic means for students to involve in the lesson. Moreover, providing pictures on the screen and playing music as students enter the room all serve to get students' attention. As a result, students interact the lesson actively and lively.

Second, there are differences in each learner such as gender, English proficiency, attitudes, aptitude, interest, characteristics etc. These factors all affect English learning and teaching. Instructional media thus are used to solve this problem because they can promote learners' individuality. For instance, students are able to use computer-based technology, Internet to learn language by themselves. (Heinich et al 2002). In addition, Computer-Assisted instruction also can be used to help students to learn English individually upon their learning ability, interested content especially for students who cannot catch up what has been taught in the class.

Finally, Instructional media can be used to promote the interaction between teachers and students. Some instructional media such as jigsaws are designed to promote the interaction and get students involved in the lesson more. As a result, instructional media can be used to encourage cooperative learning as well. Both technical and non-technical media can be set as the activities to let students work cooperatively in the group. Students thus gain confidence and build individual responsibility in the group. They can cooperate to gather the data and information, analyze their finding, draw conclusions, prepare group report and share their results. (Heinich et al, 2002).

Besides the purposes toward learners, instructional media can be used for considering the *purposes toward instructors* as following; (Kemp, J.R. 1989 cited in สุโชติ คาวสุโข และ สารีจณ์ แฟงยัง. 2535; กิดานันท์ มลิทอง. (2540)

First, instructors are free from explanation when using instructional media in teaching English because they do not have to memorize all the content to give the lecture in the classroom. Moreover, when the lectures have to be repeated, instructional media can be used as well. While teaching English, instructors also can use the instructional media to elicit students' responses and language. For examples, by introducing the lesson to learner via contextualized and audiovisual presentation, teachers can elicit the language while at the same time providing the students with tools for the creative construction of the language. (Heinich et al,2002) .Amstrong ,B et al (2002) also mentioned that teachers can present the information to students and pose questions to them, getting them involved in answering the question by using instructional media.

Secondly, instructional media are applied to help students recall what they learned in the class as well as project the learning objectives. After that, teachers utilize instructional media to present the new content. Lightbown and Spada (1999) mentioned that students would be motivated to learn English when the classroom is the place where students enjoy coming because the content that is interesting and relevant to their age. The content that presented by instructional media should be at students' level and clear.

Thirdly, instructional media are utilized to bring the outside world into the classroom. As Lightbown and Spada (1999) stated that students need to deal with the real or authentic material to be prepared for language use outside the classroom. Moreover, instructional media can be used to help relate what students have learnt to their real lives by bringing a slice of real life into the classroom and by presenting language in its more complete communicative context (Heinich et al, 2002). Video is the example of media that has the power that is even enhanced by concentrating one short sequence. Authentic instructional media can substitute for students' experiences. As a result, students are able to understand and enjoy the real thing and learn English much better. (Sherman, 2003)

Finally, instructor can use instructional media as a tool to assess students. For examples, instructors use video and audio recorder to observe students' communication, presentation, and performance. Video and audio record can be used in the lesson to find and analyze both teachers and students' teaching and learning strategies, error and feedback. (Lightbown and Spada , 1999)

### 2.3 THE PROBLEMS OF THE USE OF INSTRUCTIONAL MEDIA

Although there are many advantages of the use of instructional media in teaching English, still there are many limitations.

First, the effectiveness of instructional media depends on teachers' skills to select, use, and produce the instructional media. Consequently, teachers need to develop relevant skills such as the skill to select, use, and produce in order to call on those skills immediately after the training session to use media in the classroom as well as create a unified context in which the teaching of various skills is effectively integrated (Heinich et al, 2002). Some teachers thus do not want to use media because they do not have those skills. One of the problems in using media is that it has to depend on mechanical and technical devices. Therefore, it can go wrong and the teacher might be alien to all equipments. (Sherman, 2003)

Second, many teachers assume that the media have to be the only large M media, which are technical media. Actually, media can also be small m media which require less technical skills and still useful.(Brinton,2001). For instance, card printed with words or pictures can be handled more easily. (Wright, 1976) .Furthermore, most learners view media as for pleasure and entertainment and they do not concern about the lesson's content as they should. However, instructional media is used for educational purpose and it requires learners' action toward that media. Therefore, it is difficult for the teacher to follow up learners' action.( Sherman, 2003)

Third, there is no ideal media for language teaching as is so often claimed. (Wright.1976). In addition, Carpenter (2006) stated that if the media are chosen for the wrong reasons, they are often less effective and more expensive. Consequently, selecting material and media could be very difficult for inexperienced teacher. (Sherman, 2003). Every type of media has limitations; for example, most media types cannot be used in raw and uncompressed form: video and slide shows must be compressed and reduced in size to meet the needs of students with slow dial-up connections; audio must be optimized without creating audible distortion; graphics must be optimized and compressed while retaining clarity; and so forth. (Northern Arizona University, 2006).Conclusively, instructional media as both technical media and non-technical media; classroom presentations, video broadcasts, interactive computer-assisted instruction, simulations, audiotapes, lecture,

take-home assignments, distance learning, and individual coaching - have their purpose and the best use. (Carpenter, 2006)

Lastly, inadequate media resources and media specialists are critical issues as well. Media resource is essential to both teachers and students to provide the effective sources of instructional media whereas media specialists are important since they can guide the use of instructional media, assist in all queries and provide assistance that might be needed. (Heinich et al, 2002).

Increasingly, as part of English teaching, teachers must develop and implement effective instructional media even if there are many limitations of the use of instructional media. Students today are technologically sophisticated and have exposure to unprecedented learning resources. As a result, teachers should try hardest to solve the problems of all limitation by using skills to select, use and produce instructional media appropriately and effectively in order to incorporate quality of instructional media formats to insure that language learning content is authentic and interesting. (Donlevy,2006)

#### **2.4 THE FACTORS INFLUENCING THE USE OF INSTRUCTIONAL MEDIA**

To use instructional media in teaching English for effective and successful learning, there are certain factors that teachers should take into consideration. Generally, to use instructional media in teaching English, teachers should set the *planning* considering how to select the media. All factors which are *Planning, Preparation, Presentation and Follow up* should be considered to avoid the failure of the use of instructional media. (กิตานันท์ มลิทอง.(2540).สุโชติ ดาวสุโข และสาโรจน์ แฟงยัง. (2535) ชัยวงศ์ พรหมวงศ์. (2523) ไชยศ เรื่องสุวรรณ.(2533)เสาวนีย์ ศึกษาบัณฑิต. (2528)

Similarly, Heinich et al,(2002) proposed *ASSURE model* which contain 6 concepts ; Analyze learner, State Objectives, Select methods and media material, Utilize media and material, Require learner participation, and Evaluate and Revise.

According to the factors that mentioned above, in *planning*, teachers should first consider planning to identify the learners to select best instructional media. Heinich et al,(2002) suggested that to select appropriate instructional media, for particular learners, teachers should study the academic record of the students such as talking with students, other teachers, instructional media specialist can be very useful. In this way, teachers can find more information about learners' backgrounds. In addition, the students can be analyzed in term of general characteristics, specific entry competency and learning styles.

After that teachers have to state the objectives as specifically as possible. The objectives should be stated in terms of what the learner will be able to do as a result of instruction. Next, teachers choose appropriate methods, technology and media formats then deciding on materials to implement the options, which are selecting available materials, modifying existing materials, designing new materials.

*In preparation*, teachers must plan how the media, materials and Technology will be used to implement the methods. Firstly, teachers should preview the materials and practice the implementation. After that, teachers should prepare the class and ready the necessary equipment and facilities. Finally, teachers can conduct the instruction using utilization technique.

*In Presentation*, to be effective, instruction should require active mental engagement by learners. Therefore, practice may involve students self-checks, computer-assisted instruction, Internet activities, or group games. Feedback may be provided by the teacher, a computer, other students, or self-evaluation.

*In follow up*, after using instructional media, it is necessary to evaluate its impact and effectiveness and to assess student learning. Teachers should evaluate entire instructional process.

Besides the process of the use of instructional media that are mentioned above, there are more factors that should be considered thoughtfully. Carpenter (2006) stated that the requirement of institution and the real world requirement are significant factors. For a specific organization, the choices of instructional media are probably limited and the teachers are challenged to make the most of the available resources.

Firstly, the number of students and time are significant factor when using instructional media in teaching English. When considering number, it would be the number of students, total presentation over time, simultaneous presentation and when considering about time, it would be time that constraints for each presentation session and the period of time over which sessions will be presented. (Carpenter2006)

Secondly, complexity and scope of information are the other important factors. A single motivational message or announcement requires different presentation than does complex detail or competency in a skill. Not only will the structure of the content be different, but also the presentation medium should be selected for best effect. For instance, some media are better suited to awareness building or a strong central message, while

others support mastery of higher cognitive skills through interaction. A complex job skill might require a combination of media - one (such as video) for the information, and another (refining skills with materials or solving a problem in a practice session) to attain skill proficiency (Carpenter2006).

Dale (1969) proposed the “*Cone of experience*” that is similar and supportive to Carpenter’s statement about the complexity and scope of information. Dale stated that “Cone of experience” is the model of organized learning experience according to the degree of instructional media concreteness. He mentioned that if the concrete experience begins to drop out, the stimuli require more skill on the part of the learner to interpret the message. Based on Dale’s Cone of Experience, the lectures are considered to be some of the most abstract types of presentations and are said to be more passive but are suitable for transmitting large amount of information quickly. On the other hand, experiences at the bottom of the cone such as direct purposeful experience and simulations-Role play are appropriate than those at the top because they tend to hold student attention longer and involve active student participation. (Dale,E. 1969) Similarly, Armstrong, B. et al; Butler(1986) stated that some educator believe that different experiences are more or less effective for achieving different types of instructional outcomes. For examples, text with picture is not effective as live demonstrations for teaching motor skills.

Moreover, characteristics of learners are essential aspects for instructional media instruction as well. Concrete sequential learners prefer direct, hands-on experience presented in a logical order. They learn best with workbooks, programmed instruction, demonstration and structured laboratory exercises. On the other hand, concrete random learners learn toward a trial and error approach, quickly reaching conclusions from exploratory experiences. They prefer methods such as games, simulations, independent projects and discovery learning. Abstract sequential learners decode verbal and symbolic message. As a result, reading and listening presentation are preferred method. Lastly, abstract random learners are distinguished to draw meaning from human-mediated presentations; they respond to the tone and style of the speaker as well as the message. They do well in a group discussion, lectures with question and answer periods, videotapes, and television. Therefore, characteristics of learners affect the use of instructional media in teaching English. Teachers should select, use and produce instructional media to be appropriate to learners’ characteristics.

## 2.5 RESEARCH STUDIES RELATED TO THE USE OF INSTRUCTIONAL MEDIA

There are a number of research projects concerning the use of instructional media in teaching English. They are both related research studies in Thailand and overseas.

In Thailand, Pattamasoontorn (1993) conducted the research to study and to compare the needs for academic resource center of Thammasat University at Rangsit campus as perceived by faculty and students including types of media and rooms, physical facilities and consultative services. And the result of the research are that the students of Faculty of liberal Arts rated the need for projected materials; graphic materials; auditory materials; programmed instruction; projected equipment higher than other students.

In addition, Jaisuparb (1999) surveys the attitude of private university teachers toward the use of instructional media in the classroom. The results shows that most teachers agree that instructional media are essential in teaching English because it could enhance students' learning experience and help them to learn English more successfully and effectively.

According to the research studies, it can be said that the use of instructional media is considerably significant for teaching English. As ศุภลักษณ์ ศรีบุตตะ (2542) studied the use of instructional media of English teachers at governmental high schools in NakornPrathom province. She studied in four main aspects, which are instructional media selection, preparation, presentation, and evaluation. The results show that more than 70% of English teachers considered that these four main aspects of the use of instructional media is significant and advantageous so that they take actions on these four aspects. The researcher stated that there are certain reasons that encourage teachers to use instructional media in teaching English. In selection, teachers believed that to select the appropriate and effective instructional media for the lesson would enhance learning to achieve learning and teaching objectives. In preparation, teachers realize the significance of instructional media preparation before the actual use in the classroom because they are able to avoid any mistake, problems that might happen in the classroom and they are able to use instructional media more effectively.

In presentation, teachers believe that to present instructional media related to the objectives of the lesson and level of students' proficiency, they are able to assist them to achieve their goal because instructional media help students to learn English more effectively and

rapidly. Lastly, in evaluation, teachers stated that it is essential to examine the effectiveness of instructional media to further their use and improve the effectiveness of English learning and teaching as well.

Consequently, Sributta's study shows that the use of instructional media is essential in teaching English and it can lead to successful learning and teaching. However, the teachers should have competent skills to select, prepare, present, and evaluate the instructional media properly.

In terms of related work from overseas, Brown, J.S.,(1989) conducted the research related to the use and the movement of technology which is done by Vanderbilt University in the areas of situate cognition and anchored instruction. It is believed that even though instruction media might improve classroom lectures; there are more effective types of learning activities. Instructional media can help reduce inert knowledge by using anchored instruction that is instructors at Vanderbilt create an anchor by showing a 12-15 minute video clip that presents the context for problem solving. Students thus work together, using the data from video to solve the problem and defend their solutions. Regarding the study, instructional media have many advantages to both teachers and learners and the effectiveness of the use of instructional media depends on learning activities.

Moreover, the study of Petersons and Sellers(as cited in Stewart,1994), " Student Motivation and Learning in a Multimedia Learning Environment", they discuss about the beginning to implement multimedia teaching in University of Wyoming (Laramie) and they do the pilot study to identify teaching and learning issues related to computer enhanced multimedia instructional platform. Presentation is developed by the students by using computer software. As a result, the study highlighted that instructional media can encourage cooperative learning.

In conclusion, most researchers find out that the use of instructional media is essential in teaching English because there are many advantages to lead to successful learning and teaching. However, the teachers should have adequate skills to select, use, and produce instructional media.