

Diverse Mass Media as Teaching Resources in Culturally Diverse English Classrooms (CDEC)

Phirriyalatha Vijayan¹, Dr Carol Murphy²

¹PhD, School of Education, University of Tasmania, Australia

²School of Education, University of Tasmania, Australia

Abstract: The usage of mass media in CDEC is hypothesized to be effective strategy in educating diverse students. It additionally the current paper discusses the utilization of media in CDEC on teaching and learning process. A quasi experimental study design was used in this intervention study. Both quantitative and qualitative approaches were applied in order to achieve the study objectives. The total sample consists of one hundred and twenty-six from different social background of 22 countries were recruited in this study. Findings showed that mass media usage in English class and English proficiency were significantly associated with students' perceptions of using diverse mass media in Culturally Diverse English Classrooms (CDEC). The newly developed lesson plan was found beneficial in increasing the motivation and engagement of students in English teaching and learning. In conclusion, the study suggested that diverse mass media exploitation in Teaching and learning to boost the basic skills of diverse cultural students English acknowledged as global language.

Key words: English language teaching, diversity, mass media, culturally diverse English classrooms

I. INTRODUCTION

Lecturers can use the existing media resources in order to initiate importance of materials and enhance knowledge of the subjects being taught. Traditionally, teaching was more to teacher-centric, and students were pushed with information. By using mass-media the instructor is significantly able to deliver the knowledge of expertise to the corresponding students. With a drastic change of technology, educators continuously experienced various challenge in choosing the media platform which is most accurate and effective to reach their students. In addition, instructors are able to develop personal media to convey the knowledge effectively and efficiently (Nomass, 2013).

Currently, a society with an enhanced knowledge is required to grow recognition with various successful skills compared to the earlier society. Therefore, it is important for educators to developed and implement contemporary social tools. This is to ensure the educators are well prepared to serve the students' needs in teaching and learning. By implementing this new strategy, educators may occupy themselves with appropriate knowledge on social media and hence lead to drastic transformation on the pedagogical basis of their teaching experience. Mass media, serves as a tool to assist students to adapt and experience flexible learning (Tyner, 2014).

In classroom, educators provide the students with various language practice through activities using mass media including internet, magazine, newspapers, movies, TV, radio, books and etc., which able to enhance their skills in reading, writing, speaking and listening. In addition, educators may entertain and encourage the students to improve in English in classroom as well as outside the classroom. This may promote reading ability as well as develop self-confidence, motivation and increase sustainability in English usage outside the class among the students (Alvermann, Moon, Hagwood & Hagood, 2018). It is hypothesized that features and positive input of Media in Education may contribute to the improvement of teaching and learning in English. There are some studies actively conducted to show the positive effect of mass media in English (Kim, 2011); however, the effect English teaching and learning in CDEC is yet to be evaluated.

The need to study English language in multi-cultural society is an important aspect at this 21st century teaching and learning; therefore, a quasi-experimental intervention study was conducted to analyse the effectiveness of diverse mass media usage in CDEC (TV, radio, video, newspaper, books and Internet resources) to foster four foundational skills of L2 learning. This study significantly has a definite practical application, and will perhaps be beneficial to people who are interested in teaching and learning with various mass media.

II. BACKGROUND OF THE STUDY

Diversity in the Classroom

Diverse learners bring in their own multiple group identities to the learning environment which include gender, sexual orientation, race and ethnicity, religion and dogma, different abilities, socioeconomic status from diverse cultural and linguistic backgrounds. In contemporary globalized world CDEC is a social reality and becoming progressively diversified through the assimilation of colonist populations (Hachfeld, Hahn, Kunter, Schroeder and Anders, 2015). Moreover, student obtains plenteous knowledge and problem-solving ability between diverse learners ultimately supports a more robust CDEC (Bennett, 2001). Lytra (2011) point out that language resource in the class can be enriched if the students' cultural background was taken into consideration in a language classroom. It was clear that all the instructors valued teaching and learning other cultures in a classroom.

Martin (2010) revealed that by introducing culture as content topics in classroom lessons and, disparities of other cultures were visually and verbally represented. This positive attitude to diversity was displayed by the college as a whole through classroom associated with various cultures; classroom projects by lecturer which had themes alike.

The Importance of Culturally Diverse English Classrooms (CDEC)

To make CDEC possible and efficient, instructors need to shape laboratory interactions to be challenging, transformative and engaged. In such atmosphere, impreciseness, errors, inappropriate generalizations and bias are treated with care and honesty. Students can be encouraged through purposeful and regular interactions to give feedback and identify the association between diversity and power (Alvermann et al, 2018). CDEC perhaps the solution to problems those currently appear perplex and unsolvable: removing gatekeeping mechanisms that have historically kept low-income and minority students out; closing the inequalities and achievement gaps (Lopez, 2011). CDEC able to support students who left behind academically by enhancing their achievement and eliminating the negative effects; developing education systems consist of diversely contribute to the cultural, ethnic, racial, and social wellbeing; and provide equal opportunities for all students (Sleeter, 2011). Over all, educating in CDEC will be more effective and trustable among students with intercultural integration and encouragement within the classroom. This will help all the students to bridge the existing cultural differences (Herrera, Murry, & Cabral, 2013).

Mass Media

The mass media is defined as a diversified technology of media that able to be accepted a large audience via mass communication which include a variety of outlets. William and Wilbur (1969) have revealed that mass media sells its products to the masses on a large scale and for this reason it has to satisfy and provide good service to its customers and followers. As such, it is mass media since it provides services to the masses itself, even in a multi-media setting, widely accessible (Peters, 2008). Mass media is changing people's life and it affects their way of life too. It is also changing the outlook of the- people as it is the medium which has direct influence on their daily life (Biagi, 2006). Many researchers and educationalists give various meaning and explanations to the term Mass Media. William & Wilbur (1969) define that Radio, Television, Cinema, Magazines and books as mass media. Benjamin interprets mass media as the manifestation of the "desire of contemporary masses to bring things 'closer' spatially and realistically."

Diverse Mass Media in Education

Diverse mass media provides knowledge around the globe; ability to connect with learning through educational devices. In education, diverse mass media plays an important responsibility in abetting students to achieve their full

development potential (Gips, A., Mattia & Gips (2004). Dewey (2009) stated that education should not be limited within teacher since education and learning are social and interactive processes, so must not taught without social environment. Thus, diverse mass media is a potent force in the social circumstances of education. Through technologies, diverse mass media prove that education is comprehensive; learning beyond the physical walls of the classroom. Nomass (2013) indicated that mass media tools are worth mentioning comprise English language learning websites, presentation software, electronic dictionaries, email messaging, CD-players, and learning thru video-clips. Likewise, range of the assorted media is much wider in today's education system (Dudeney & Hockly, 2008). Today, the English instructors can work with the interactive whiteboards, notebooks, tablets, etc. Education becomes more interesting, colourful and emotionally-saturated due to mixed mass media (Dudeney & Hockly, 2008).

Besides, diverse mass media being a powerful tool among diverse learner for transmitting ideas/info which offers unique advantages to grab audience attention effortlessly in the field of education. Diverse mass media enables learning through exploration, discovery and experience (Hachfeld et al, 2015). Along with diverse mass media in CDEC, teaching and learning process turn into goals oriented, more participatory, flexibility in time and space, develop individual learning and initiate collaboration between educators and students (Lytra, 2011). Mass media could carry out government policies the rights and could be carried out through the diverse mass media empowers responsibilities learning as an exuberant and approachable platform, without fear of inadequacy or disappointment (Bennett, 2001). In conclusion, diverse mass media is an excellent source of information, initiate collaboration, and a place to disperse and learn.

The vital role of mass media

Mass media are omnipresent; it has a crucial role to contribute in our society. Almost everyone in their daily activities are concurred and accompanied by mass media tools at present-day (Bell, 1991). Today's society lives in the world where media are ubiquitous where media are essential since we get to know the world through using them. This illustrates mass media have a powerful influence in shaping a persons' lives (Tafari, 2009). Whatever information that the mass media provides must be informative, instructive and entertaining. Studies illustrates, mass media has to fulfil its role and aim for building social cohesion and a strong nation. In accordance with, a linguist Shirley Biagi (2006), mass media "inform, amuse, startle, anger, entertain, thrill, but very seldom leave anyone untouched". Thus, mass media in CDEC as ordinary way to introduce cultural and linguistic concepts to the students; hence, helps them in the mundane affairs of their life (Byram, Gribkova & Starkey, 2002).

Role of Mass Media for English in Culturally Diverse English Classrooms (CDEC)

The function of media is vigorous in an interdependent world; culturally diverse society. English is the international language ubiquitous spread in every corner of the world. The site's "English Facts and Figures" page asserts that "80% of home pages sites on the Internet are in English (Bolton & Kachru, 2006). In 1997, it is estimated that 85% of the World Wide Web's content is presented in English. So, major part of education programs/software's and applications are made up in English either. After all, our economic rivalry is now universal and dexterity in intercultural communication which are essential in politics, finesse, economics and various segments of human endeavour (Brett, Geoffrey & Hinrich, 1997). CDEC must be cultivated, as knowledge grows exponentially with the burgeoning mass media. Media may encourage the interest among students on the lesson as well as to lead students' attention. Conversely, it's fact that the content of the authentic media is designed for native speakers, so L2 learner genuinely aware of the complexities (Akbari & Razavi, 2016). However, the authentic media may be too culturally biased and difficult to understand outside the language community or there may be a problem with material that can become outdated easily" (Lancouchova, 2006).

Therefore, different mass media habit in CDEC embraces their current cultural and academic experiences; teaches student diverse way of thinking; and preparing the world outside the classroom as sources from different mass media that provide unparalleled opportunities for enrichment. To ease up learning involvedness, classroom must engage with various mass media resources.

Diverse Mass Media in Culturally Diverse English Classrooms for Teaching and Learning Process

In CDEC, teaching and learning process is accomplished with various mass media Old media; (Newspapers/ books/ TV/ Radio/ Cinema) and New media; (Internet/Mobile phones/ CD-ROM's / printed text/ handouts/ projector) etc. are being used as instructional materials. The learning tools have expanded in leaps and bounds because of the innumerable media advances in this most intense technological revolution; it enlightens societies through various tools, students learn on educational subjects, environmental conservation, national discovery and etc. Mass media is a significant force in CDEC at ambient digital environment to nurture the consolidation of all elements images, words, texts and sounds that derive from various mass media. In this century, students were digital born and vastly using digital technology to interact from their early age (Tapscott & Williams, 2008, Tapscott & Williams, 2010; Thompson, 2013).

By using various technology resources, students were able to develop critical thinking, analysing and reflecting on their experiences. Mass media as a tool for instruction in CDEC assist educators and act as a tutor to help poor academic performance student. Students also get an opportunity to adequately learn the lessons with additional assistance. Students gain extrinsic motivation and deeper their learning through repetition. Mass media help all students to reach their

potential using different resources (Kim, 2011). Numerous studies showed that the exposure to mass media in CDEC settings for instance TV and radio in general and the pedagogical value of such materials. Shifting traditional teaching methods to fluctuations of mass media will accommodate classroom to include students of diverse abilities, learning styles and interests. The YouTube in the classroom LCD projector, the computer at teaching space, newspaper during tutorial activity, radio while listening period and the handouts via mailbox as pre-planning lesson are just a few of the media channels daily delivering information (Joiner, 1990; Cooper et al., 1991; Baker, 1996; Berber, 1997; Teyner, 2014; Alvermann et al, 2018)

In industrialized countries, media usage is highly prevalent and produces significant impact on populations' perceptions. The mass media are key shapers of both educators and student's perceptions and ideas in education. Mass media enhance innovative educational approaches from different research fields; it is driven by and driving the new technology that enables global action by delivering Industry-driven Education (Baumann et al, 2014). Mass media can be a good teaching tool and more enjoyable when knowledge is gained especially via entertainment, language authenticity, and encouragement to learn more are provided (Tafari, 2009).

III. PROBLEM STATEMENT

Usage of mass media in English language teaching and learning may act as an authentic instruction material; however, the implementation of this approach in CDEC may associated with some issues in relation to the adaptation of Western ideas and culture in the material. Generally, the students will be influenced by the teaching and learning style used in the "home" country, rather than westernised educational setting. This might be visible especially in those countries which have limited usage of mass media in the teaching skills. Therefore, development of a teaching module that has balance usage of mass media is a need to reduce the gap in CDEC.

Valorisation of cultural diversity had developed interactive dimension at social and educational level that makes the process of education not soles depends to teacher as the only source of information for the student. Although some found usage of mass-media in English teaching and learning to be disadvantage, the educative function of the mass media as resources in teaching technology had led to successful achievement of educational objectives through the actual school didactic practice particularly via the usage of visual and audio media and new information technologies. Therefore, the effort to incorporate mass-media in English teaching and learning especially in CDEC need to be implemented to developed an interactive educational platform.

Usage of mass-media in English teaching and learning advocates interaction among multicultural students; regardless in teacher-directed or group-based learning, thus creating experiential learning, which concurs with. Apart from that, a module will not be effective without a proper pedagogical and

technology aspect (Islam, K. A., 2015). Moreover, Lowenthal and Wilson (2010) mentioned that the smartness of an instruction depends on how far the teacher or instructors conform to pedagogical, psychological and technology in the process of delivering knowledge in order to generate an intellectual student especially in a multicultural setting.

IV. RESEARCH OBJECTIVES

General objective:

This study aims to examine the repertoire of mass media in CDEC to be effective in educating diverse learners in English language Teaching and learning. It also intends to determine the crucial role of mass media to motivate students in the CDEC. So, the study was conducted to achieve the following specific objectives

Specific objectives

1. To evaluate the current practice in English Teaching and learning in CDEC
2. To evaluate the effect of implementation of lesson plan using diverse mass media in Teaching and learning on English proficiency and perception of students in CDEC
3. To evaluate the students' engagement in CDEC

V. METHODOLOGY

Study Design

This is an intervention study involving both qualitative and quantitative using a quasi-experimental methodology. The perception of study after usage research methods of mass media in CDEC was measured quantitatively as well as observed in detailed to obtain the qualitative output. The study was conducted at the beginning of the second semester of the academic year 2016-2017 consecutively for four months.

Study participants

The participants of this study were the Diploma Program students of different faculty from X International College in Kuala Lumpur, Malaysia. The total sample consists of one hundred and twenty-six ($n = 126$) from different social background of 22 countries Djibouti, United Kingdom, Indonesia, India, Iran, Islamic Republic of Iraq, Kenya, Libya, Mongolia, Malaysia, Pakistan, Palestine, Russian Federation, Saudi Arabia, Sudan, Somalia, Syrian Arab Republic, Chad, Tunisia, Uzbekistan, Viet Nam and Yemen. Based on English placement test results from the beginning of the academic year, they were divided into three subgroups with their English proficiency levels. The intended course was 'English'; it was an intensive 80-hour (4 days a week) IELTS preparatory programme taken by the first-year students (International) from all Programs to fulfil the English language requirement. Pseudonyms were used for each participant, to confirm the

potential sensitivity of this study and to ensure that the participation of this study does not harm in any way.

Study procedures

Phase I

The study has three main phases. Phase I evaluated the normal teaching and learning session in CDEC. In this phase, nine sessions of Teaching and learning in CDEC was randomly selected and observed using observation checklists. Student's attitudes towards the classroom activities; its social impact upon diverse group and the impact of different mass media utilization in CDEC was observed and recorded in the observation checklist. The checklist contains nine distinct aspects of observation. All the observation was summarised accordingly for each aspect.

The researcher conducts the observation from the back of the classroom by taking notes of each lesson for an hour long. This was conducted to cognise student's attitude, responses, engagement and classroom atmosphere regarding different mass media practice. The actual uses of diverse mass media as described by lecturers were also observed accordingly.

Phase II

Phase II involved the development and implementation of lesson plan for culturally diverse English classroom using diverse mass media in teaching and learning. The lesson plan was developed based on ADDIE's model and the social constructivist learning theory is used to design instruction. The theory that is being focused for this research is constructivist paradigms of learning especially in English Teaching and learning. The theoretical foundation for this study on lesson plan development with the integration of mass-media is based on Vygotsky's philosophy that promotes the social cognitive theory which highlights that Teaching and learning takes place and it is filtered through a student's culture in particular through the subject matter and thinking style. The social cognitive learning perspective advocates that students from different culture learn well in the company of others, where group learning play a vital role in comprehending the contents. In overall, the English Teaching and learning is enabled through peer interactions, problem-solving and guided instruction.

A total of 27 lesson plan was designed for Teaching and learning in CDEC with incorporation of mass media. For each session, distinct topics were selected and the corresponding modules as well as the activities were developed. Although the students in CDEC were from different culture group, but the teaching strategy, material and lesson plan were exactly the same for all the students. These participants were exposed to different mass media (Video clip/Newspaper/Blog/Wiki/PowerPoint Slide) regularly during their course duration of study. All the session was conducted by a similar researcher.

Phase III

Finally Phase III involves the evaluation on mass media usage for teaching and learning in culturally diverse English classroom. First, 4 macro language skills: reading, listening, writing, and speaking was evaluated based on transcript of grades and compared to the levels of English proficiency based on the student’s Placement Test.

The student’s perception on mass media usage in CDEC was evaluated quantitatively as well as qualitatively. In the quantitative evaluation, a structured questionnaire was developed. The questionnaire has three main sections. The first section evaluates the personal information of the students including their age, gender, native language, usage of mass media in class as well as in English class. The second section evaluates the students’ perceptions of using diverse mass media in CDEC lessons. There are 15 distinct aspects were evaluated using a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The questions were designated to evaluate the students’ enthusiasm about diverse mass media, viewpoint and their classroom exploitation.

The qualitative evaluation was conduct with a direct observation during the sessions. The overall engagement and participation of students during the use of diverse mass media, tutorials, classroom activities and strategies, each item has been marked with L for low engagement, M for medium engagement and H for high engagement and participation. The level of noise in the classroom was rated using similar method.

Statistical Analysis

The quantitative data were analysed using SPSS version 23.0. The descriptive analysis including frequency, percentage, mean and standard deviation were used to describe the distribution of variable. One-way ANOVA was used to evaluate the association between continuous data across group (e.g. age vs. level of English proficiency). Chi-square was used to determine the association between the categorical data (gender vs. level of English proficiency). Linear regression was used to determine the impact of media mass usage in CDEC learning. Value $p < 0.05$ was considered as statistically significant.

VI. RESULTS

Phase I: Teaching and learning session observation in Culturally Diverse English Classroom

In a total of nine teaching and learning session in Culturally Diverse English Classroom, the summary of the observation is listed in Table 1 based on each of aspect that have been assessed (Table 1)

Table 1: Observational checklist in teaching and learning session in Culturally Diverse English Classroom

Q1: Description of CDEC activity (what happened, who participated, etc.):	<ul style="list-style-type: none"> • 52 students (36 Males / 16 Females) • The lesson runs much faster because it's upper intermediate students
---	---

	<ul style="list-style-type: none"> • Handout (Cultural Differences in Introduction)
Q2: Describe the context of your observation (where, what class, how long).	<ul style="list-style-type: none"> • X International College in Kuala Lumpur • Date of observation: January 2017 • Time of observation: 1.30pm-2.30pm
Q3: Significance or importance of lesson:	<ul style="list-style-type: none"> • Exchanging information about their backgrounds and cultures should help boost confidence, foster better relationships and mutual understanding. • The lesson introduces a sequence of lessons on countries and cultures with adequate opportunities for creation of colourful and personal classroom displays. • Students able to compare the behaviour and cultural traditions of people from different countries. • The speaking activity encourages the students to share about how people behave in their own countries and the diversity • Students have lots of fun, laughing, joking and all were participating which increases the use of gesture
Q4: What were the main issues or themes that struck you in this lesson?	<ul style="list-style-type: none"> • Lecturer is very good at rephrasing and dexterously changed the discussion track but not in a dominating or observable mode • Students freely pick up points like signposting language, idioms, grammar, pronunciation, vocabulary and etc. • Students are more exposed to different nationalities, cultures, and customs, and become more globally aware. • Student’s different reaction (i.e. A is concern on context, B is concern on grammatical parts, C and D are noiseless and E sit still and observe others, F convey nothing in group chat.
Q5: Anything else that was important, interesting, or illuminating?	<ul style="list-style-type: none"> • Opening of the lesson, casual communication between lecturer and the students regarding the topic. • Some students presented more relaxed (theatre sitting); they aware of the presentation technique of this activity and more-comfortable with their lecturer and team members] • Some students didn’t pay attention; they missed important information during other group presentation • Some group didn’t use any mass media tool to support their idea delivery • High expectation for the lesson with various mass media (i.e. hip-hop video clip; students giggling and jokes out of this screen hazy and with unnatural colours) • The whole class looks pleasant during peer performance and the atmosphere change mood when mass media is incorporated and opposite order in presentation.

Q6: What questions do you have regarding this lesson?	<ul style="list-style-type: none"> Why few groups are not encouraged to use diverse mass media while presenting? Some students just read out from paper while several of them get distracted throughout the presentation. A number of group presenting used different mass media and generates an entertaining and stimulated atmosphere that keeps students conscious of the lesson. Class ends late due to some student's presentation without any mass media tools (Prezi/ flipchart/printed notes/ etc.)
Q7: Classroom Planning and Organization	<ul style="list-style-type: none"> Class objectives matched the course syllabus Sequence of teaching and learning material was organized to facilitate student Assignments and tests were returned in a timely matter Classes begin on time The lecturer uses class time effectively which enhanced students' interest in learning
Q8: Knowledge and Preparation	<ul style="list-style-type: none"> The lecturer was well prepared for classes used multiple mass media presents related facts and concepts encourages various mass media resources to facilitate student learning explains concepts clearly
Q9: Teaching Methods/ Style	<ul style="list-style-type: none"> The method(s) of instruction is appropriate for the class objectives The lecturer stimulates student thinking The lecturer encourages students to participate in class The lecturer has a genuine interest in students The lecturer responds concisely and clearly to student questions

Phase II: Development and Implementation of Lesson Plan for Culturally Diverse English Classroom Using Diverse Mass Media in Teaching and Learning

Twenty-seven sessions were designed for CDEC students whom involved in this study based on the outcome of Phase I. This info is used in evidence of diverse mass media built-in 3 hours of each lesson; investigate the usage and distinguish the attitude of CDEC student' towards the teaching and learning. The main Aim is to change the traditional classroom to application of activities focus on the changes of student's performance and motivation in L2 learning in diverse setting. Table 2 shows the description of each session. Each session was conducted in a classroom equipped with computers and projectors.

Table 2: Summary of the information of diverse mass media used for Teaching and Learning in Culturally Diverse English Classroom

No	Mass Media tools	Rationale behind the use of diverse mass media
1	Online article Computer /Internet / handout/ Prezi	<ul style="list-style-type: none"> Capitalization and Punctuation Vocabulary/ Grammar: Verbs - tenses Expressing Likes, Dislikes & Indifference
2	video with lyrics Newspaper Audio player book	<ul style="list-style-type: none"> Watch the video & Freedom Discussion Brainstorm Techniques – Cubing/ Webbing/ Ishikawa diagrams/ Tree diagram/Venn diagram/ Spoke diagram Argumentative essay writing
3	PowerPoint Slides CD'S/ whiteboard Textbook & Film	<ul style="list-style-type: none"> Writing: Hamburger paragraph / Expressing a Viewpoint (topic sentences, supporting details and conclusion) Reading comprehension- Paraphrasing Informational Texts
4	Projector Internet Handout Book	<ul style="list-style-type: none"> CNN Interactive: Reading, Discussing and Writing Increase awareness of issues in world news; to read critically; and to write critical reactions Capitalisation/ Comparative- superlative
5	Textbook/ flip chart Prezi & Projector worksheet	<ul style="list-style-type: none"> Writing (block and chain organization) Critical Thinking: support student's group presentation Grammar/Vocabulary
6	A short video /Prezi (Harry Potter's scene) Printed worksheets Postcard/pictures Visuals	<ul style="list-style-type: none"> Help students relating their prior knowledge with the new one A game-show style quiz, send an "owl post" postcard Reading Strategies & Vocabulary: Antonyms Simple story problems with a Harry Potter theme. Film review vocabulary through pair-work discussions
7	Text Book Articles / Bulletin Prezi & projector	<ul style="list-style-type: none"> Writing summaries (of various lengths) Bottom-up and top-down strategies: Reading comprehension Grammar: Auxiliary verbs/ Gerund/ Questions-tags
8	Newspaper Cartoons/comic strips Flip Chart Paper: Create Ideas	<ul style="list-style-type: none"> Activities for using comic strips: Tell the story Socialising and social networking listen to the song and fill in the blanks Clustering and Freewriting
9	Prezi presentation Printed text Textbook & Handout Projector Whiteboard	<ul style="list-style-type: none"> Writing: The three (3) different types of element Subject, Purpose & Audience Letter types: formal & / Thank You Letters/Application Letter for Internship / Email Messages Act like a journalist / Listing or Bulleting Techniques
10	Magazine / Articles	<ul style="list-style-type: none"> Magazines like Reader's Digest to spark discussion

	PowerPoint Slides Text book /Posters	<ul style="list-style-type: none"> • Student peer discussion “Talk on Current Issue” • Writing Skills: Problems, Factors and Suggestions
11	Newspaper Current issues PowerPoint Slide Projector & Internet	<ul style="list-style-type: none"> • Brainstorming 3 perspectives: Describe it/Trace it/Map it • cause/effect topics for essays & paragraphs • Stress: causes & effects worksheet with pictures • Fast Food: A Cultural Lesson
12	Television Music Magazines Handout Audio CDs	<ul style="list-style-type: none"> • Comparing super heroes and super villains from TV to the real world / Discuss the superpowers & uniqueness of superhero • The language of spontaneous situations • Listening practices: Travel Log • Reading: Skimming and scanning
13	Blog Projector Audio Internet	<ul style="list-style-type: none"> • Blog Issues, ideas in English Education and Technology. • Evaluating/Critiquing Individual Blogs • Peer review & collaboration using voice recording • Minimal Pair Listening Exercise
14	Audio/ Printed text Prezi & Projector Google Maps & Visual/ Handouts Compass/ flyers Brochures/ posters	<ul style="list-style-type: none"> • Telephone Conversation- read sample dialogue • Create and write own dialogue • Group presentation using PowerPoint slides • Town and Country: Navigate the grocery store • Check your understanding • Asking For & Giving Directions Situation Based: Role play
15	Blogs/ Newspaper Handout Book / worksheet Printed text A stopwatch	<ul style="list-style-type: none"> • Online journal- post diary entries • Personal experience/ hobbies / Word Searchers • News and headlines: writing headlines while reading material • A fun debating game that works best with groups • Verbal boxing
16	Music/Prezi/ Internet Hip Hop- video/ Graphics/ Speakers Visual Images	<ul style="list-style-type: none"> • Present the content – Traditional food in your country • Learn hip-hop culture (vocabulary lists, listening & grammar) • Wikipedia: history/ genres/ synonym/ gap fill • Chain Discussions
17	Textbook/Magazines Newspaper Computer Internet	<ul style="list-style-type: none"> • Choose an article that you find interesting • Discuss sad/funny/odd article in the paper • Different types of text: entertaining / persuasive/Instructive • Root Cause Analysis
18	Advertisement Magazines/ Brochures Flyer / Leaflet Online articles PowerPoint Slides Projector	<ul style="list-style-type: none"> • Attempts to persuade/expository/ inspirational/ knowledge & informational/Advertisement Writing /Speech Writing • Expository [Exposes the reader to new information] • Informational Writing [Encyclopaedia's, Dictionaries] • Five Why Analysis & Question

		<ul style="list-style-type: none"> • words • Summarizing rules & Summary Map activity
19	Audio: Interview Projector Internet Prezi	<ul style="list-style-type: none"> • The 5 W's; When, Where, Who, What, Why • Questions for journalists: read an interview • Interview classmate and create questions • Grammar (Interjection/Conjunction/preposition)
20	Newspaper/ magazine Other publication Internet Video clip/ photos	<ul style="list-style-type: none"> • Discussion: Earthquake causes road damage • Column- article / personality-driven by the author • Opinion or point of view: controversial issues • Telephone calls and one-to-one conversations
21	PowerPoint Slide Internet Photos Flipchart Computer lab Articles / Worksheet	<ul style="list-style-type: none"> • Talking heads - talking directly to the camera/ Role-play • Share photos with peer – talk about them • Grammar: The Verb/ Active Voice/ The Article • Sentence Transformation: Complex sentence • Reading: 3Rs - Reduce, Reuse and Recycle • writing reports for TV: 3 C's - clear, concise & correct
22	Records CDs: jokes Flash card/ Flipchart Whiteboards	<ul style="list-style-type: none"> • English for everyday situations: Learn Pronunciation • Grammar: Passive Voice/ Conditionals/ phrasal verbs • Funny story you hear and tell someone else • Signposting Language: sequencing ideas
23	Prezi Projector Computer Textbook Article	<ul style="list-style-type: none"> • Sending and receiving emails: Do's & Don'ts • Writing letter to bank: request personal loan • Writing letter to friend: asking money • Grammar mechanics/ The Infinitive/ The Gerund • Writing: Description for the table
24	Video clip Online articles Handout Textbook Projector Internet	<ul style="list-style-type: none"> • Articles: Cinema/ cycling/ football/ museums/ shopping • Watch the video & Complete the sentences • personal and impersonal language • Identify mistakes from paragraph • Comparisons/contrasts essay • Decide what the problems are with the other conclusions
25	Photographs Pictures Book Handout	<ul style="list-style-type: none"> • Understanding dynamic charts: words in the correct order • Match the directions with the pictures • Analyse questions: public transport (good & bad) • Making Decisions and Negotiating: A holiday destination
	Book / printed	<ul style="list-style-type: none"> • Reading: Prison bank & Weather

26	text News/ video Handout Worksheets	<ul style="list-style-type: none"> words News reports: complete each of these phrases Talk about fame and famous people Expressing opinions: opinions on different topics
27	Online videos Textbook Computer Internet Magazines Encyclopaedia	<ul style="list-style-type: none"> Ads, beauty, and the media: promote traditional gender roles writing: book review (any genre) Author, Format, Titles, Headings, Paragraphs, Stanzas, Columns, Audience, Pictures, Content, Motive Speaking: describing a TV show Grammar: Adjectives /Adverbs/Noun

Distribution of study variables across the levels of English proficiency

The proportions of male students with beginner and intermediate English Proficiency were significantly higher than the female (78.1% and 76.9%) while, the proportion of females with advance English proficiency was significantly higher than males (62.1% vs. 37.9%; $\chi^2 = 16.00$; $p < 0.001$). Most of the students with beginner and intermediate English proficiency have used mass media in class 1 – 3 times per day (65.6% and 64.6%), while students with advance English proficiency mostly have used the mass media 4 – 6 times per day in the class (62.1%). There is a significant difference observed between the distribution of usage of mass media in class across the level of English proficiency ($\chi^2 = 16.26$, $p < 0.001$). There was no significant difference was observed in the distribution of age and usage of mass media in English across the level of English proficiency (Table 3).

Phase III. Evaluation on mass media usage for Teaching and Learning in Culturally Diverse English Classroom

Table 3 Distribution of age, gender and mass media usage across the level of English proficiency

Socio-demographic background	English proficiency			F	χ^2	p-value
	Beginner n (%)	Intermediate n (%)	Advance n (%)			
Gender						
Male	25 (78.1)	50 (76.9)	11 (37.9)		16.00	<0.001*
Female	7 (21.9)	15 (23.1)	18 (62.1)			
Age (years)						
Mean \pm SD	22.31 \pm 2.35	22.57 \pm 2.56	23.38 \pm 2.82	1.46		0.237
≤ 21	8 (25.0)	17 (26.2)	5 (17.2)		5.27	0.261
21 – 25	21 (65.6)	37 (56.9)	15 (51.7)			
≥ 26	3 (9.4)	11 (16.9)	9 (31.0)			
Usage of mass media in class (per day)						
1 – 3 times	21 (65.6)	42 (64.6)	7 (24.1)		16.26	< 0.001*
4 – 6 times	9 (28.1)	16 (24.6)	18 (62.1)			
≥ 7 times	2 (6.3)	7 (10.8)	4 (13.8)			
Usage of mass media in English						
Always	14 (43.8)	34 (52.3)	24 (82.8)		13.77	0.088
Often	9 (28.1)	20 (30.8)	4 (13.8)			
Sometimes	6 (18.8)	5 (7.7)	1 (3.4)			
Rarely	2 (6.3)	4 (6.2)	0 (0)			
Never	1 (3.1)	2 (3.1)	0 (0)			

Distribution of grade of assessments across the levels of English proficiency

In overall, most of the students achieved Grade B in grammar assessment (26.2%). Majority of the students with Beginner English proficiency failed the grammar assessment (56.3%). Similarly, most of the students achieved Grade B in listening assessment (32.5%). A higher proportion of students with intermediate and advance English Proficiency passed the

listening assessment with Grade B and Grade A respectively (60.0% and 93.1%). In reading comprehension assessment, most of the students achieved Grade C (32.5%). Fifty percent of the total number of students with Beginner English proficiency failed in reading comprehension assessment. A higher proportion of students with intermediate and advance English Proficiency passed the reading comprehension assessment with Grade C and Grade A respectively (53.8% and 93.1%) (Table 4).

Table 4 Students' performance in each assessment across the levels of English proficiency

Assessment	All	Beginner	Intermediate	Advance
	N (%)	N (%)	N (%)	N (%)
Grammar				
A	32 (25.4)	0	4(6.2)	28 (96.6)
B	33 (26.2)	0	32 (49.2)	1 (3.4)
C	32 (25.4)	4 (12.5)	28 (43.1)	0
D	11 (8.7)	10 (31.3)	1 (1.5)	0
F	18 (14.3)	18 (56.3)	0	0
Listening				
A	27 (21.4)	0	0	27 (93.1)
B	41 (32.5)	0	39 (60.0)	2 (6.9)
C	28 (22.2)	3 (9.4)	25 (38.5)	0
D	14 (11.1)	13 (40.6)	1 (1.5)	0
F	16 (12.7)	16 (50.0)	0	0
Reading				
A	30 (23.8)	0	3 (4.6)	27 (93.1)
B	28 (22.2)	0	26 (40.0)	2 (6.9)
C	41 (32.5)	6 (18.8)	35 (53.8)	0
D	11 (8.7)	10 (31.3)	1 (1.5)	0
F	16 (12.7)	16 (50.0)	0	0
Writing				
A	22 (17.5)	0	1 (1.5)	21 (72.4)
B	21 (16.7)	0	13 (20.0)	8 (27.6)
C	44 (34.9)	1 (3.1)	43 (66.2)	0
D	20 (15.9)	12 (37.5)	8 (12.3)	0
F	19 (15.1)	19 (59.4)	0	0
Speaking				
A	30 (23.8)	0	1 (1.5)	29 (100.0)
B	33 (26.2)	0	33 (50.8)	0
C	33 (26.2)	5 (15.6)	28 (43.1)	0
D	12 (9.5)	9 (28.1)	3 (4.6)	0
F	18 (14.3)	18 (56.3)	0	0
Overall				
A	22 (17.5)	0	0	22 (75.9)
B	51 (40.5)	0	44 (67.7)	7 (24.1)
C	32 (25.4)	11 (34.4)	21 (32.3)	0
D	7 (5.6)	7 (21.9)	0	0
F	14 (11.1)	14 (43.8)	0	0

In overall, most of the students achieved Grade C in writing assessment (34.9%). A higher proportion of students with intermediate and advance English Proficiency passed the writing assessment with grade C and grade A respectively (66.2% and 72.4%). Most of the students passed the speaking

assessment with 23.8% obtained grade A, 26.2% obtained grade B and 26.2% obtained grade C respectively. More than half of the total students with intermediate English proficiency passed with grade B. All students with advance English proficiency passed the speaking assessment with grade A. In

average, most of the students obtained grade B in English (40.5%), while 11.1% failed. Consistently, most of the students with beginner English proficiency failed the subject (43.8%), while those with intermediate English proficiency were mostly obtained grade B (67.7%). Among students with advance English proficiency, 75.9% passed with grade A while the rest (24.1%) passed with grade B (Table 4).

Student's perceptions of using diverse mass media in Culturally Diverse English Classrooms

The overall score showed that students have a good perception in using mass media in CDEC (mean score = 4.55 ± 0.47). Most of the students were strongly agreed that "lessons are taught in classrooms with numerous media accompanied by exercises, which help to explore relevant

material for learning and discussion (statement 6) (78.6%; mean score = 4.71 ± 0.65). A higher proportion of student also strongly agreed that varied mass media use in classroom has maximized their interactions with diverse culture learner (statement 14) (77.8%; mean score = 4.67 ± 0.69). Similarly, majority of students find themselves improving in CDEC by boosting their self-confidence in classroom participation (statement 15) (77.8%; 4.67 ± 0.69). Majority of students also strongly agree that diverse mass media practise has increased my level of attention in CDEC (statement 10) (77.0%; mean score = 4.73 ± 0.53). There are five students (4.0%) strongly disagree that various mass media usage let CDEC as a good place to discuss different topics with classmates (statement 7); however, the average score still indicates a good level of perception (mean score = 4.37 ± 1.02) (Table 5).

Table 5: Students' perceptions of using diverse mass media in Culturally Diverse English Classrooms

Item	Statements	Frequency (%)					Mean	SD
		1	2	3	4	5		
	Overall perception						4.55	0.47
1	In CDEC various mass media are used daily to support and ease the lesson complexity.	1 (0.8)	4 (3.2)	11 (8.7)	31 (24.6)	79 (62.7)	4.45	0.84
2	Using examples from different mass media resources makes learning more enjoyable	1 (0.8)	4 (3.2)	6 (4.8)	28 (22.2)	87 (69.0)	4.55	0.80
3	There are many media resources which help me to explore relevant tutorial's material.	0	0	7 (5.6)	26 (20.6)	93 (73.8)	4.68	0.57
4	Various mass media can be used both socially and for educational purposes.	1 (0.8)	3 (2.4)	4 (3.2)	51 (40.5)	67 (53.2)	4.42	0.74
5	Diverse mass media has helped me to improve my reading, speaking, listening and writing skills.	1 (0.8)	1 (0.8)	6 (4.8)	30 (23.8)	88 (69.8)	4.61	0.69
6	Lessons are taught in classrooms with numerous media accompanied by exercises, which help me to explore relevant material for learning and discussion.	0	3 (2.4)	4 (3.2)	20 (15.9)	99 (78.6)	4.71	0.65
7	Various mass media usage let CDEC as a good place to discuss different topics with classmates.	5 (4.0)	2 (1.6)	14 (11.1)	25 (19.8)	80 (63.5)	4.37	1.02
8	We have equal opportunities to participate in class & outside of classroom using different mass media.	2 (1.6)	0	0	28 (22.2)	96 (76.2)	4.71	0.63
9	Multiple mass media usage in CDEC (explanations with photographs, presentations (PowerPoint Slides or Prezi), videos, internet, textbook, newspaper, magazine and audio have encouraged my interest of this subject.	0	5 (4.0)	20 (15.9)	35 (27.8)	66 (52.4)	4.29	0.88
10	Diverse mass media practise has increased my level of attention in CDEC.	0	0	5 (4.0)	24 (19.0)	97 (77.0)	4.73	0.53
11	I'm influenced by mixed mass media (TV/movies/Prezi/Audio/Newspaper) than the textbook.	3 (2.4)	5 (4.0)	15 (11.9)	26 (20.6)	77 (61.1)	4.34	0.99
12	I get all useful and beneficial education resources from different mass media of CDEC.	4 (3.2)	2 (1.6)	0	47 (37.3)	73 (57.9)	4.45	0.85
13	I think English lesson incorporated different mass media activities are most helpful for my assessment scores.	1 (0.8)	1 (0.8)	10 (7.9)	29 (23.0)	85 (67.5)	4.56	0.74
14	I think varied mass media use in classroom has maximized my interactions with diverse culture learner.	0	2 (1.6)	10 (7.9)	16 (12.7)	98 (77.8)	4.67	0.69
15	I find myself improving in CDEC by boosting my self-confidence in classroom participation.	1 (0.8)	1 (0.8)	3 (2.4)	23 (18.3)	98 (77.8)	4.71	0.63

Note: (1) Strongly Disagree, (2) Somewhat Disagree, (3) Neither agree nor disagree (4) Somewhat agree (5) Strongly agree

Student's perception of using diverse mass media in Culturally Diverse English Classroom across the study variables.

In this section, the average score in CDEC was categorised as poor if less than 1.67; as moderate if the score is between 1.67 and 3.33; and as good if the score is above 1.33. Students' who were exposed to mass media usage in class 1 – 3 times per day significantly have the better perceptions of using diverse mass media in CDEC compared to those who were exposed four times and above ($F = 35.196, p < 0.001$). However, in English class, students with frequent exposure to mass media significantly have the highest score in CDEC ($F = 30.828, p < 0.001$). The score of perceptions of using diverse mass media in CDEC was significantly highest in those with intermediate English proficiency ($F = 6.301, p = 0.002$). There were no significant differences in students' perceptions of using diverse mass media in CDEC across the gender and age (Table 6).

Table 6 Students' perceptions of using diverse mass media in CDEC

Socio-demographic background	CDEC		t	F	p-value
	mean	SD			
Gender					
Male	4.54	0.53	-	-	0.602
Female	4.58	0.29	0.637		
Age (year)					
≤ 21	4.57	0.54	-	0.491	0.613
21 – 25	4.57	0.40			
≥ 26	4.46	0.57			
Usage of mass media in class (per day)					
1 – 3 times	4.73	0.32		35.196	<0.001*
4 – 6 times	4.50	0.28			
≥ 7 times	3.78	0.75			
Usage of mass media in English					
Frequent	4.71	0.34		30.828	< 0.001*

Socio-demographic background	CDEC		t	F	p-value
	mean	SD			
Les frequent	4.59	0.24			
Sometimes	4.27	0.24			
Rarely	3.59	0.53			
Never	3.22	0.92			
English proficiency					
Beginner	4.32	0.21		6.301	0.002*
Intermediate	4.67	0.59			
Advance	4.54	0.23			

Association of mass media usage, English proficiency with student's perception of using diverse mass media in Culturally Diverse English Classrooms (CDEC)

Based on the simple linear regression, usage of mass media in class was inversely associated with the student's perception of using diverse mass media in CDEC ($\beta = -0.562, 95\% \text{ CI} = -0.490, -0.287$). Similarly, higher usage of mass media in English class was significantly reduced the mean score of student's perception of using diverse mass media in CDEC ($\beta = -0.667, 95\% \text{ CI} = -0.377, -0.252$). However, there was no significant association between the student's perception of using diverse mass media in CDEC and the English proficiency of the students (Table 7).

Using the enter method, a significant model emerged; $F(5, 120) = 28.720, p < 0.001$. The model explains 52.6% of the variance ($\text{Adjusted } R^2 = 0.526$). The multivariate analysis, adjusted for age and gender of student, the English proficiency of students was significantly associated with student's perceptions of using diverse mass media in CDEC. Increase in English proficiency significantly increases the student's perception of using diverse mass media in CDEC by 17.7%. It is hypothesized that the usage of mass media in class as well as in English may play a role as mediator in the association between the student's English proficiency and CDEC (Table 7).

Table 7: Association of mass media usage, English proficiency with student's perception of using diverse mass media in Culturally Diverse English Classrooms (CDEC)

	Univariate analysis			Multivariate analysis ^a					Collinearity Statistics	
	β	95% CI	p-value	B	SE	β	95% CI	p-value	Tolerance	VIF
Usage of mass media in class (per day)	-	-0.490, -0.562	< 0.001*	-	0.057	-	-0.401, -0.416	< 0.001*	0.557	1.797
Usage of mass media in English	-0.667	-0.377, -0.252	< 0.001*	-	0.038	-	-0.275, -0.425	< 0.001*	0.589	1.697
English proficiency	0.175	0.00, 0.234	0.050	0.119	0.050	0.177	0.20, 0.217	0.019*	0.685	1.460

Direct observation on students' engagement in Culturally Diverse English Classrooms (CDEC)

The output of mass media usage in CDEC was almost consistent compared to the findings from quantitative analysis. In overall students showed high level of participation and engagement, except the students with beginner English proficiency. However, with additional efforts and strategies from the lecturer, the beginner students were able to contribute better engagement to the session. The detailed observation, efforts and output of each session are summarised in Table 8.

Table 8: The observation on the method of presentation, student's feedback, engagement and outcome of usage of mass media in CDEC

Sessions	Observation
1	<ul style="list-style-type: none"> Students able to introduce themselves
2	<ul style="list-style-type: none"> Some students: reluctant and hesitant to interact with others
3 – 5	<ul style="list-style-type: none"> Advance students were rapidly active in the brainstorming lesson of "hamburger paragraph" and invest high engagement during Prezi presentation
6 – 8	<ul style="list-style-type: none"> Students watched short video on 'Harry Potter' and escalated through successive interactions discussion Pictures, flashcards, Prezi and postcard were used to assist low performing students The student's participation and engagement during this session was rated as (H) for intermediate and advance levels while the beginners were (M)
9 – 11	<ul style="list-style-type: none"> Teacher opted to make quick explanation using brainstorming technique The students were rated as (M) for intermediate and (L) for beginner and advance level
12 – 14	<ul style="list-style-type: none"> Group presentation: displaying ideas to whole classroom Gamification: flip chart paper benefits the low performing students The level of student's engagement and involvement was rated as (H)
15 – 17	<ul style="list-style-type: none"> Evidence-based argumentation in the context of societal issues Video presentation: enhance understanding of a particular issue Students' contribution and engagement were rated as (H)
18 - 25	<ul style="list-style-type: none"> Summary writing and role play activity The noise was (M), engagement was (H) especially towards the end of the lesson and (L) disciplinary problems.
26 - 27	<ul style="list-style-type: none"> Usage of listening, writing and speaking skills The student's participation and connection on this lesson was rated as (H) for intermediate and advance level and as (M) for beginner The overall the level of noise was generally (M).

VII. DISCUSSION

Usage of diverse mass media in Culturally Diverse English Classrooms (CDEC)

Results from the student's questionnaire showed that students have a good perception towards educator's use of the diverse mass media in CDEC. The usability of mass media in CDEC facilitates student learning by offering user-friendly platform

by bringing real-world problems into the classroom for students to explore and solve difficult concepts. This increases the exposure of critical thinking and develops students' capability in showcasing complex ideas in a short period of time. Thus, students have no fear of mistakes during the process of learning and often to help students to develop their language learning. Incorporating choice of mass media in the CDEC will expand student's intellectual through additional learning source (Alvermann et al, 2018).

At present, students love varied mass media so they are sure to be attracted to learning if they can use the combination of different content forms such as text, audio, images, animations, video and interactive content tools they like. Therefore, most of the students have experienced of various mass media usage and desired to learn English using the mass media (Greenfield, 2014).

Besides that, the finding showed that the utilization of multifarious mass media in CDEC may help students in providing hands-on skills and professional information to and to use for different needs. This will help their future career and stimulates on the society through the integration of mass media in classroom (Greenfield, 2014). Students agreed that diverse mass media in CDEC improves their skills as this enables students to see concepts and new examples when they are watching video clips, listening to music, or interprets PowerPoint slide, visualizations, news stories and etc. To boot, use of different mass media instrument ways to stimulate the student's interests and provide students with situations that allow for well-rounded development and progress in the four domains language learning simultaneously (Ramdhani & Muhammadiyah, 2015).

The findings of this study support the facts that integrating a choice of mass media along with language drills will help associate students with issues that are culturally relevant and connect theories taught in the CDEC with real world events and policies (Lytra, 2011). The use of numerous mass media benefits the discussion in various topics as it offers both cognitive and affective experiences. It can provoke discussion, an assessment of one's values, and an assessment of self if the scenes have strong emotional content. It allows for further discussion of a topic where classmates sharing insights, perspectives, points-of-view and their individual opinion (Thompson, 2013). It also gives students the ability to interact with their classmates more by encouraging teamwork. As mass media usage in teaching and learning provides equal opportunities to participate in class and outside of classroom Enhance the use of academic intermingling let connecting their work socially and academically to a wider world. A student could read an article from weblog and then able to continue part of it later at home online. Moreover, assignments provided by lecturers via email gives them chance to study the different mass media autonomously and outside the classroom environment (Krstev & Trtovac, 2014).

A range of mass media saturates innumerable knowledge of CDEC students by enhancing creativity and innovation in this

contemporary subject. Brings additional voices to the CDEC helps stimulate engagement, discussion, and understanding (ex: YouTube, Prezi) and learn a great deal of new terminology for lifelong learning process. The grasp that the wider scale of mass media has on educational lives today seems at times sheer inexorable. A collection of sundry mass media delivers key ideas and subject details for students to stay focus in CDEC (Delaney, 2015).

A mixed mass media enables students to see how multiple systems can influence college activities and vice versa. Knowledge and information is easier to obtain, thus more likely to traverse several forms of mass media despite, textbooks are often so thick that they overwhelm when students try to find key information; it is not inherently interactive (Semali, 2018). A diverse mass media in CDEC exposures to ideas from hi tech devices for the classroom and helps to encourage professional engagement, training and continuing education. It nurtures a positive attitude towards the use of media in their education as it is proven as a beneficial education resource (Selwyn, 2016).

Using several mass media creates education more adaptive and timely that increases the chances of student's engagement and mastery of important concepts or theories. Assorted mass media activities are based on what they need to learn and which tactics deliver the best results for them and indirectly being most helpful for the assessment scores. Heterogeneous use of mass media expanded exchange of information, ideas, and practices in a friendly environment throughout cooperative learning and hence maximized the interaction with diverse culture students (Hassan & Kommers, 2018). Students able to critique and comment on each other's assignments, work in teams to create content and can easily access each other or cultural diversity is represented in passages, context setting, and illustrations to start a discussion in a small group. One of the amazing things that have emerged with the wide-ranging of mass media usage in classroom is the ability for students to express themselves creatively by boosting self-confidence; capability to review or change their answers before submitting their work in the classroom, especially for students with a fear and lack confidence in them. It gives them more self-reliant over their classroom involvements (Alvermann et al, 2018).

Deliver Stimulating Lesson with Pleasant Environment

The findings show that teaching CDEC using various mass media made the lessons thought-provoking and interesting as it decreased the tediousness of L2 lessons. Even a creative way of text usage lone creates tedious effect on students and dull environment as compared to the use of text, pictures, sound, photographs, audio and video. Mixing diverse student into groups for coursework drills as it provides opportunities for students to circulating around diverse cultural group and this helps to advance their main language skills. Learning from experience will inspire them to progresses substantially during tasks and examination (Barreto, 2018).

Encourage Interaction and Collaboration among students

This study exposed that students collaborate and cooperate among themselves when task is assign to them; engage with positive attitude and immersion and they show self-confidence thru help each other to complete the tasks. For instant, classroom presentation is deliveries of intrinsic motivation and dynamic factor for effective language discussion among group (Barreto, 2018) Diverse mass media in Teaching and learning has the ability it offers for independent and combined learning.

However, different students have different level of language proficiency varying from beginner to advance. Besides, students with higher level of English language proficiency have been good exemplary in the CDEC and it is good to push the weaker students too. Students with different cultural background have been the source of motivation for the weaker ones. Actually, they are made the source of inspiration (Toven-Lindsey, Rhoads & Lozano, 2015).

Promotes Effective Learning Mechanism

The observation during teaching and learning revealed that diverse mass media in CDEC are an effective learning mechanism as perceived by the students. It is evident that the student is satisfied with diverse mass media tool in teaching and learning. Besides that, test results prompt us to reflect the benefits of diverse mass media in CDEC teaching. It supplies student's intrinsic motivation, a crucial factor for effective language learning, which gave a new meaning for media usage. Mass media can be a vast time saver for educators and ease up challenging tasks rapidly without any difficulty (Chen & Huang, 2014).

Association of mass media usage, English proficiency with student's perception of using diverse mass media in Culturally Diverse English Classrooms (CDEC)

The findings revealed that usage of mass media in classroom as well as in English class were inversely associated with student's perception. This showed that students do not frequently prefer to use mass media in their teaching and learning. This was supported by facts that the use of the mass media aids in teaching and learning, but everything should be in moderation. The usage of mass media in teaching and learning certainly freshens up the lessons and increases the educative attractive factor; however, the decisive factor, which determines the lesson's efficiency, is still the teacher. This shows that usage of mass media is a reflection of our times, but they are certainly not associated with students' perception.

The finding shows that not only did teachers develop content-specific examples and translate the lesson plan for the students, but they also had to understand and adapt their approaches with the use of mass-media in the classroom. Additionally, usage of mass media adds more to the density of the instructional technology approaches. Constructivism learning theories guide the target learner who keenly

contributes in the English teaching and learning by getting involved in meaningful experiences. Beeland (2002) promotes the idea that the usage of mass-media is an effectual communication tool for students despite their ease of access from computers as well as associated with higher performance in English language.

Moreover, constructivist instructional theories implemented in the current lesson plan highlights team work and student-centered learning while ascribing individual concern for understanding information. Learning with mass-media in a classroom concedes for improved student retention and finally increases performances in English in terms of presentation and communication skills among the learners. This is consistent with Beeland (2002) who conducted a study on the engagement level of middle school students using three modalities of teaching namely: visual, auditory, and tactile. He put forward that instruction integrating these modalities with mass-media would increase student commitment in the lessons. His findings have suggested that integrating mass media in teaching and learning had intensified student involvement and motivation owing to its presence of the three-learning modality, particularly to visual learning approach.

Another benefit of teaching using mass-media can be found in the special needs learning environment such as CDEC. Learning by incorporating mass-media in the classroom supports better recall of knowledge and eventually increases student's achievement. This idea was also cited by Schut (2007) who had carried out a study on learner's perception of using the mass-media in science classrooms. The findings from the research have suggested that the lesson plan was extra appealing because of its graphic features and hypermedia capabilities such as moving picture vibrant colours and illustrations. This concluded that the Constructive learning theories which adopted in the lesson plan of English teaching and learning successfully increased students' perception in term of engagement and motivation as well as associated with higher performance in English.

VIII. RECOMMENDATION FOR FUTURE

Towards this end, the viability of joint task and activities across diverse culture in the classroom need to be nurtured and raise their spirits for greatest involvement. CDEC provide interesting and enjoyable lessons with ample mass media tools and strategies to create conducive learning environment. Without various mass media's assistance in education students may obscure with information due to complexity or they become disorientated of untruthful information. Students should focus on diverse mass media attention and ponder on various ideas of genuine information.

Future studies should include evaluation of sensitivity and specificity and predictive values of mass media usage in teaching and learning for CDEC as well as cost benefit evaluation of these technologies for potential use as educational tools in educational institution. The difficulty in

using and implementation of mass media in teaching and learning for CDEC increases the importance of identifying the factors that might contribute to this condition. Due to the limitation of this study which was carried out at a single Malaysian private college, a multi-centered study with a larger sample size may provide stronger evidence. In order to improve the generalization, we should focus on all Malaysian colleges and universities. Further ideas for reversing the differences should be explored for future generations of Malaysian students so that they can be freed of the observed bias. All the colleges and universities may be equipped in such a way that the availability and accessibility of mass media resources and facilities may be in accordance with the strength of class. University management enforcement for mass media usage and incentives or rewards for the students/educators to use mass media may be enhanced for getting appropriate equipment for the higher learning institutions. Finally, there is a need to conduct a study on the adverse effect of mass media on academic performance of students from CDEC to strengthen the current finding. In conclusion, a further study can also benefit educators as it can bring about transformation in pedagogical approaches through trainings and professional development programmes.

IX. CONCLUSION

The current findings can precisely recap that diverse mass media habit is immeasurable on everyone's life beyond culture, age, gender, ethnic, nation tradition and so on. On the whole, results from the analyses and direct observation on the usage of mass media in teaching and learning for CDEC were optimistic and promising. Nonetheless, the perceptions of students as well as the info from the observation were utilized to make amendments on the pertinent areas of the teaching plan to further improve the features. Use of diverse mass media in CDEC provides an equal opportunity for everyone to learn. In conjunction with on-going progress of 21st century education system, mass media has stimulated media awareness; cultural diversity; and learning consciousness. With mass media education has transformed to a vivid, pleasant and delighting than previous method; it unbolted a new dimension to education where it shifts the condition of learning from unwilling into willing classroom. CDEC is a great magnitude in this era of globalization. Therefore, the study suggested that diverse mass media exploitation in teaching and learning to boost the basic skills of diverse cultural students English acknowledged as global language.

REFERENCES

- [1]. Akbari, O., & Razavi, A. (2016). Using authentic materials in the foreign language classrooms: Teachers' perspectives in EFL classes. *International Journal of Research Studies in Education*, 5(2), 105-116.
- [2]. Alvermann, D. E., Moon, J. S., Hagwood, M. C., & Hagoood, M. C. (2018). *Popular culture in the classroom: Teaching and researching critical media literacy*. Routledge.
- [3]. Baker, N. (1996). Using the TV news in the EFL classroom. *Zielsprache*, 26(2): 30-33.

- [4]. Barreto, A. M. R. (2018). Motivating English Language Use by using the Benefits of Technology. *GiST Education and Learning Research Journal*, (16), 117-140.
- [5]. Baumann, T., Harfst, S., Swanger, A., Saganski, G., Alwerfalli, D., & Cell, A. (2014). Developing competency-based, industry-driven manufacturing education in the USA: Bringing together industry, government and education sectors. *Procedia-Social and Behavioral Sciences*, 119, 30-39.
- [6]. Beeland, W. D. (2002, July). Student engagement, visual learning and technology: Can interactive whiteboards help. In *Annual Conference of the Association of Information Technology for Teaching Education*.
- [7]. Bell, A. (1991). *The Language of News Media*. Language in Society, 16. Oxford: Blackwell.
- [8]. Bennett, T. (2001). Differing diversities: transversal study on the theme of cultural policy and cultural diversity. Strasbourg: Council of Europe.
- [9]. Berber, S. A. (1997). Proficiency and comprehension of television news in a foreign language, 13(2): 177-190.
- [10]. Biagi S (2006), *An Introduction to Mass Media*, 8th Edition. Media Impact Paperback
- [11]. Bolton & B. B. Kachru (Eds.) (2006), *World Englishes: Critical concepts in linguistics*. London and New York: Routledge. 3 (241-269).
- [12]. Brett K, Geoffrey N & Hinrich S (1997), *Languages in the Wired World*. In *The Politics of Language and the Building of Modern Nations*. Institut d'Etudes Politiques, Paris, May. <http://www.parc.xerox.com/istl/members/nunberg/WebPaper.html>
- [13]. Byram, M., Gribkova, B., & Starkey, H. (2002). Developing the intercultural dimension in language teaching. *A practical introduction for teachers*. Strasbourg: Council of Europe.
- [14]. Chen, C. M., & Huang, S. H. (2014). Web-based reading annotation system with an attention-based self-regulated learning mechanism for promoting reading performance. *British Journal of Educational Technology*, 45(5), 959-980.
- [15]. Cooper, R. (1996). Comprehending the Genre of the Television News Report. *TESOL Matters* 6(5), 10.
- [16]. Delaney, K. (2015). Challenging Islamophobia in the Middle School Classroom: Using Critical Media Literacy to Teach Human Rights. In *Bringing Human Rights Education to US Classrooms* (pp. 87-105). Palgrave Macmillan, New York.
- [17]. Dewey, J. (2009). *Democracy and education: An introduction to the philosophy of education*. New York: WLC Books. (Original work published 1916)
- [18]. Dudeney G., Hockly N. (2008), *How to teach English with technology / G. Dudeney, N. Hockly // Pearson Education Limited: Edinburg Gate, Harlow – P. 8–9.*
- [19]. Gips, A., Di Mattia, P., & Gips, J 2004, 'The effect of assistive technology on educational costs: Two case studies', in K. Miesenberger, J. Klaus, W. Zagler, D. Burger (eds.), *Computers Helping People with Special Needs*. Springer. pp. 20-213.
- [20]. Greenfield, P. M. (2014). *Mind and media: The effects of television, video games, and computers*. Psychology Press.
- [21]. Hachfeld, A., Hahn, A., Kunter, M., Schroeder, S. and Anders, Y. (2015). Should teachers be colorblind? How multicultural and egalitarian beliefs differentially relate to aspects of teachers' professional competence for teaching in diverse classrooms. *Teaching and Teacher Education* 48, 44-55.
- [22]. Hassan, M. I. A., & Kommers, P. (2018). A Review on Effect of Social Media on Education in Sudan. *International Journal of Educational Technology and Learning*, 3(1), 30-34.
- [23]. Herrera, S. G., Murry, K. G., & Cabral, R. M. (2013). *Assessment accommodations for classroom teachers of culturally and linguistically diverse students*. Upper Saddle River, NJ: Pearson.
- [24]. Islam, K. A. (2015). *Exploring Teacher Readiness for Incorporating ICT in Secondary Level English Classes of Bangladesh: A Case Study* (Doctoral dissertation, BRAC University).
- [25]. Joiner, E. G. (1990). Choosing and using videotext. *Foreign Language Annals*, 23, 53-64.
- [26]. Kim, T. Y. (2011). Korean elementary school students' English learning demotivation: A comparative survey study. *Asia Pacific Education Review*, 12(1), 1-11.
- [27]. Krstev, C., & Trtovac, A. (2014). Teaching Multimedia Documents to LIS Students. *The Journal of Academic Librarianship*, 40(2), 152-162.
- [28]. Lancouchova.B. (2006) *Using Magazine and Newspaper in ELT with Interpersonal and Intrapersonal types of students*. Masaryk University Faculty of Education.
- [29]. Lopez, A. E. (2011). Culturally relevant pedagogy and critical literacy in diverse English classrooms: A case study of a secondary English teacher's activism and agency. *English Teaching: Practice and Critique*, 10(4), 75-93.
- [30]. Lowenthal, P., & Wilson, B. G. (2010). Labels do matter! A critique of AECT's redefinition of the field. *TechTrends*, 54(1), 38-46.
- [31]. Lytra, V. (2011). Negotiating language, culture and pupil agency in complementary school classrooms, *Linguistics and Education*, 22, 23–36.
- [32]. Martin, K. (2010). Student attitudes and the teaching and learning of race, culture, and politics. *Teaching and Teacher Education* 26 (3), 530-539.
- [33]. Nomass, B. B. (2013). The impact of using technology in teaching English as a second language. *English Language and Literature Studies*, 3(1), 111-116.
- [34]. Peters J.D. (2008) "Mass Media," in *Critical Terms in Media Studies*. Chicago: University of Chicago Press
- [35]. Ramdhani, M. A., & Muhammadiyah, H. (2015). *The Criteria of Learning Media Selection for Character Education in Higher Education*.
- [36]. Selwyn, N. (2016). *Is technology good for education?.* John Wiley & Sons.
- [37]. Semali, L. (2018). *Intermediality: Teachers' Handbook Of Critical Media Literacy*. Routledge.
- [38]. Sleeter, C. E. (2011). An agenda to strengthen culturally responsive pedagogy. *English Teaching: Practice and Critique*, 10(2), 7-23.
- [39]. Tafani, V. (2009). Teaching English through mass media. *Acta Didactica Napocensia*, 2(1): 81-96.
- [40]. Tapscott, D., Williams, A.D., (2008). *Wikinomics: How Mass Collaboration Changes Everything*. Atlantic Books, London, UK.
- [41]. Tapscott, D., Williams, A.D., (2010). *Innovating the 21st century university: it's time*. Educause Rev. 45 (1), 17–29.
- [42]. Thompson, P., (2013). The digital natives as learners: technology use patterns and approaches to learning. *Computer Education*, 65 (1), 12–33.
- [43]. Toven-Lindsey, B., Rhoads, R. A., & Lozano, J. B. (2015). Virtually unlimited classrooms: Pedagogical practices in massive open online courses. *The internet and higher education*, 24, 1-12.
- [44]. Tyner, K. (2014). *Literacy in a digital world: Teaching and learning in the age of information*. Routledge.
- [45]. William L.R & Wilbur S. (1969). *The Responsibility in Mass Communication*. Harper & Row Publishers, New York.