



## **Education through Visuals**

**Dr.S. Mercy Gnana Gandhi**  
Professor of English  
Sathyabama University, Chennai, India

‘A picture is more than thousand words’ is a saying. The dynamic combination of sound and vision can bring an air of reality into the classroom. The wealth of visual information available can convey the atmosphere of another culture, which can show paralinguistic aspects of communication.

### **ROLE OF VIDEO IN EDUCATION**

The way the video is used and the materials prepared for use with the video will depend on the role the video to be taken . The use of videos can:

- be more appealing and entertaining for the students than audio exclusive materials;
- expose students to authentic language in natural situations;
- provide a situational and visual context to language interactions; and
- expose students to authentic nonverbal (body language, cultural traditions) and verbal (register, colloquial speech) elements of language

### **BROADCASTING IN EDUCATIONAL INSTITUTIONS**

Successful cooperation between the broadcasting authorities and educational institutions should bring benefits to the learners and the viewers of the programmes like ever-on. To emphasize the central role of a teacher in the learning process using broadcast materials is not an attempt to put teachers on a needless pedestal. . In fact the teacher’s role is central because the teacher has to relate the broadcast materials to the language learner’s needs. The strength of television as a medium, the electronic techniques it can use, and its power to attract, amuse and motivate an audience can all overshadow the humble teacher.

### **BENEFITS TO YOUNG LEARNERS**

Video communicates meaning better than other media .Video presents language in context in ways that a cassette can't. Learners can see who's (or what's!) speaking, where the speakers are, what they're doing, etc. All these visual clues can help comprehension Video represents a positive exploitation of technology .Teenagers, in particular, have a positive attitude towards television and video. It is seen as being 'modern' when compared to books .

### **USING INTERNET, TV AND RADIO RESOURCES**

The Internet has opened up several possibilities in using video technology online. The most salient feature is a chance to bring people from diverse physical locations together into one virtual space via video conferencing. Anyone with hi-speed Internet access can download audio or video broadcasts,

and in ways consistent with fair use policies can use them for class. CNN Interactive updates (<http://www.cnn.com>) contain clips from recent new stories.

## **VIDEO CONFERENCING**

Many universities, companies, and even individuals can set up private channels in which they speak directly to selected individuals. These services resemble private phone calls in which people communicate through voice and gestures. Whereas international phone calls are not feasible for most classes, live video conferencing requires no special phone charges, and the equipment itself is usually well under \$200. Moreover, those with limited bandwidth might prefer to type their messages instead of speaking and also reduce the frame rate of their camcorders.

## **TEACHING THROUGH MULTIMEDIA**

Today's teachers are frequently urged to make use of computer technology to teach foreign languages. Access to a variety of technologies ranging from computer-assisted instruction to interactive video, CD-ROM, the Internet, electronic mail, and the World Wide Web, will help the students to strengthen their linguistic skills and to learn about contemporary culture. Teachers are particularly encouraged to use multimedia materials based on original videos filmed in culturally authentic contexts. In general, the computer seems to offer immediate access to the way native speakers use their language in real everyday situations. Multimedia computing, the Internet, and the World Wide Web have provided an incredible boost to Computer Assisted Language Learning (CALL) applications. Once relegated to "novelty" status, CALL is finally achieving the recognition as it deserves. computers are now able to play natural human speech together with full-screen interactive video. As multimedia technology has been recently matured, its effects need to be researched into the effectiveness of Multimedia CALL. Language is largely skill-based. The computer itself being devoid of creativity and intelligence, can't "Teach", creative and intelligent learners. To create a realistic learning environment, there is no better tool than a well-designed and well-managed multimedia server.

## **MCALL - THE BEST OPTION FOR LANGUAGE TEACHING**

The use of multimedia computer aided language learning (MCALL) enables languages teaching to be progressive, versatile and responsive to individual learning needs. A mosaic of technologies, products and techniques has combined to provide new electronic dimensions to Information Technology as "a term used to cover technologies used in the collection, processing, and transmission of information. It includes microelectronic – based technologies incorporated in many products and production processes and increasingly affecting the service sector. It covers computers, electronic office equipment, telecommunication, industrial robots and computer controlled machine, electronic components and software products".

The MCALL program is more effective than conventional teacher-taught classes in increasing the English proficiency of the students. It has brought out a tremendous effect on the interest and improvement of the students. The learner-centered learning environment created by the MCALL program is supremely conducive to language learning. Responsibility for learning is transferred to the

students and this provides greater motivation. Students at this stage, realize that, they can no longer rely on the teacher. It is the students themselves, who set their learning goals at the start of the course. It is again the students themselves who decide when to learn and what they need to learn. They have to blame themselves, if they fail, but not the teachers. Because, they have themselves and the Multimedia computer-to depend on.

Pedagogically, the MCALL program proves to be sound. Teacher taught students have to be in the class at fixed times even when they are tired or distracted. But in the MCALL Program, Students choose the time when they feel fresh and able to concentrate. Sometimes this freedom is abused of a paternal student failed to comprehend his own learning point. The teacher in the class has to correct the problem, wasting time and even he has to check with other students. In contrast, the computer can repeat the same point to one student for hours, if needed, without holding up or boring another student.

In a classroom situation, when the students are expected to speak or answer and sometimes are corrected by the teacher they meet a face-losing situation. This fear is definitely avoided while taking part in a computer simulation.

## **THE ROLE OF SOFTWARES**

The effective learning environment is the successful result of MCALL program with an appropriate Software. A powerful learning theory and well-designed software go hand in hand in enabling one creation of MCALL Program. Traditional VCBT software introduces role drills that promote automat city rather than higher level learning. This includes software that teachers speaking using hand-drawn 'talking heads'. In creating the MCALL Program, we use these stimulus response types of software for interactive multimedia. This learning environment will enhance the capabilities and value of effective teachers and it will replace the ineffective teachers.

## **ROLE OF TEACHER**

Teachers are ineffective because they are using ineffective teaching strategies and they view language teaching as "Information dissemination". Their orientation leads to a teacher-dominated learning process that emphasizes rote learning and automat city. Orientation is self defeating, because it nullifies creativity. So it is necessary to reexamine the meaning of "Knowledge" and "learning" through the learning theories, teaching strategies, classroom practices which really support the learning.

## **NEED FOR TEACHER TRAINING**

The Teacher Training process has been the main culprit and reform in this area that is urgently needed. Technology, notwithstanding the MCALL program is created, maintained, managed and controlled by experienced human teacher who are trained to enhance their effectiveness by blending learning theory, practical teaching experience and computer expertise effectively. Without capable human teachers and learning environments, MCALL program cannot be sustained, which would be a tragic loss to our future generation of language learners. So computers cannot replace the right kind of teacher.

## **REDEFINING THE ROLE OF A TEACHER**

“Language can be learned but cannot be taught” is the fact that has been accepted very recently. The present-day students need to leave, efficiency, proficiency, motivation and international reorganizations: for their efforts Thus, the teacher is no longer a transmitter of knowledge; rather he has become a coach, a mentor and a manager of the learning environment to aid his students is constructing knowledge on the top of being a subject expert, the teacher is expected to be an expert on learning psychology as well. In some way computers can help to acquire a kind of technical knowledge. In short, is this new learning environment we need a ‘super’ teacher acting primarily as a resource provider and mentor, with students as apprentices who gradually advance themselves to gain an increasing measure of skill and in dependence over time.

## **CONCLUSION**

Visuals can enhance ESP teaching programmes and it is an important aid to the teaching of language. It is used as a component of an integrated skills package. To be handled effectively, it needs trained teachers and this implies Teacher Training Course. Materials should be designed so that students can actively participate and respond to video recordings. The advantages of visual element are that it offers the teacher a flexible teaching instrument, which can record interaction for replay and feedback. It can present authentic data, show language in use in a variety of situations and demonstrate the inter-play of verbal and non-verbal aspects of discourse. It provides a means of presenting to the learner, for analysis and discussion. It can demonstrate processes which are not accessible to the learner in the classroom. Thus visual components motivate the learners, increase retention of materials by providing visual support and provide a better comprehension.

## **WEB REFERENCES**

- [1] <http://www.electricteacher.com/tutorial3.htm>
- [2] [http://www.educationworld.com/a\\_tech/tech/tech013.shtml](http://www.educationworld.com/a_tech/tech/tech013.shtml)
- [3] <http://www.online.tusc.k12.al.us/tutorials/pptclass/pptclass.htm>
- [4] <http://iteslj.org/Techniques/Fisher-PowerPoint.html>(Using PowerPoint for ESL Teaching Don L. Fisher fisher\_d [at] madera.k12.ca.us Madera High School (Madera, California, USA)
- [5] <http://www.english-4kids.com/usingppt.html>
- [6] <http://www.eltworld.net/times/2009/05/using-powerpoint-for-elt/>
- [7] <http://homepage.cs.uri.edu/tutorials/csc101/powerpoint/power.html>
- [8] [http://esl.about.com/od/esleflteachingtechnique/a/t\\_compclass.htm](http://esl.about.com/od/esleflteachingtechnique/a/t_compclass.htm)
- [9] <http://us.ikonnet.com/en/product/hiclass%20sw-Features.htm>
- [10] <http://210.51.60.189:8085/webpage/endownload/HiClassswen.pdf>
- [11] [http://www.apacall.org/ijpl/v4n4/IJPLv4n4\\_article3.pdf](http://www.apacall.org/ijpl/v4n4/IJPLv4n4_article3.pdf)
- [12] [http://www.tesol.org/s\\_tesol/sec\\_document.asp?CID=403&DID=1065](http://www.tesol.org/s_tesol/sec_document.asp?CID=403&DID=1065)
- [13] [www.cis.doshisha.ac.jp/kkitao/library/article/exeter.doc](http://www.cis.doshisha.ac.jp/kkitao/library/article/exeter.doc)
- [14] <http://iteslj.org/Articles/Lee-CALLbarriers.html> -Kuang-wu Lee Johnny [at] hcu.edu.tw