

## **Challenges faced using non-audio visual clips**

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Video is best defined as the selection and sequence of messages in an audio-visual context. According to Canning (2000), research over the past two decades shows that there are several limitations to be recognized when examining the use of visual clips. First, many studies have been done with visual aids and not with actual foreign and second language videos. Secondly, many video studies use intact groups instead of random groups who were studying only one foreign language. Thus, studies using different groups and languages may yield different results than those found in the literature.

Another limitation on video studies deals with the long-term effects of using video in the classroom. For example, it is difficult to measure the long-run effects of video and the significant difference it makes in the language learning process. Visuals are ineffective in the learning process when the visual is too small, stereotyped, have poor reproduction, irrelevant captioning or unrelated pictures, poorly scaled and not aesthetically meaningful.

Cross-language research shows that there are differences in the perception of visual speech. Sekiyama and Tohkura (1993) found that Japanese speakers attend less to visual speech information than their English-speaking counterparts. One possible reason for this is that there is less need to incorporate visual information in Japanese because Japanese is a pitch-accented language with two pitch-accent values and lexical tones are not visually discernable but rather manifested in the auditory dimension.

Another barrier to reach out to students is the cross cultural differences. Hye-Yeon Lim (2005) research expounds that native English speaking teachers often encounter difficulties dealing with South Korean students who tend to be reserved and express fewer opinions in oral class discussions. Other behaviours include talking in Korean when there are other Koreans present and whispering things to themselves and others. Influenced by Confucianism, students tend to value quietness, be less opinioned and believe that they learn from elders and wiser persons who are usually represented by a teacher in class.

Francoise Nun and Roger Nunn (1997) agree that asking apparently reluctant students to stand at the front of the class to give a talk might seem to be a face-threatening activity

with little chance of success. This view is supported by writers who refer to affective barriers in the classroom and suggest remedies related to notions such as “shyness” who refers to speech making as being very high on a scale of anxiety producing transactions.

It is also important to consider authenticity when choosing a video and this principally means that teachers must not overuse speeches, lectures and monologues. Learners may encounter these types of discourse in real life, but they are far more likely to spend time in informal and conversational settings. McGill (2003) argued that learners must be exposed to videos that are aesthetically pleasing, present useful information, deal with pertinent social topics, have engaging characters and are short in duration.

Balatova (1994) suggests that unlike a student, who only listened in sound or watch only visual, the use of video and sound conditions are more consistent in the perception of the story, in the sense that difficult and easy passages formed a pattern. She notes that scenes where utterances were backed up by an action or body language and that were relatively shorter, were considered easier to understand by students. Less lively scenes, which involved relatively long stretches of conversation, were labelled as more difficult. Her research notes that students are successful in maintaining the interest and concentration if both sound and action are used.

Teachers must design an appropriate video clips to reflect students’ oral ability. According to Murray (1990) the lower the level of the students, the more critical the design of the audio-visual is. Teacher must take into account students’ vocabulary knowledge (Pittelman and Heimlich, 1991). Children with limited vocabulary knowledge will experience difficulty in comprehending both oral and written text. Teacher must encourage and foster comprehension prior to students’ existing knowledge as well as a strong desire to expand the students’ knowledge and experience.