

Non-audio visual clips

Manjulah a/p Elangovan

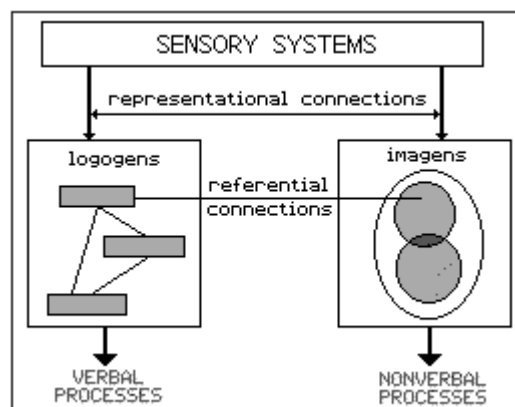
Non-native speakers are likely to rely heavily on visual clues to support comprehension. Visual aid is an obvious medium for helping students to interpret visual clues. Allan (1986) believes that background music, people's intonation patterns, pace, voice volume and intensity may also change the viewer's expectation and subsequent interpretation of setting and interaction. However, according to Willis (1983), students are able to distinguish the visual aspects which form part of the message such as settings, postures, proxemics (distance), gestures and facial expression. Tomalin (1986) agrees videos present realistic slices of life, motivate students, encourage them to communicate with each other more eagerly and help them to learn from each other.

Nesamalar et al. (2002) listed 7 types of spoken-texts which can produce speech among the learners. Those are conversations, telling stories, giving instructions, descriptions, discussions, talks and role-plays. They find descriptions using pictures, series of pictures and film clips of people, objects and places are useful tools to trigger more output. Raimes (1983) agrees pictures can help teachers and students in comprehending the context of the visuals. Pictures can help students to imagine the real object. In short, this concept of stimuli is the shared experience which enables students to match the words with pictures. Non-audio visual clips are a versatile, dynamic and powerful medium which provides new incentives for students. It enables students to trigger their use of language as it has an immense capability to influence learning (Mushtaq, 2008).

In 1991, Maria Xesus's study found that sound films caused learners to concentrate more on the dialogues instead of focusing on the visual clues and cinematic language. Learners especially beginners were demotivated to speak their mind. The absence of the spoken language in the clips makes learners comfortable to use the language. It provides a platform for learners to imagine and interpret the characters creatively. According to Bloom (1995), implementing the silent movie in the beginning and intermediate classes encourages learners to draw informational conclusions and aesthetic judgements about the movie.

Another scholar who proposes the use of pictures as stimuli is Allan Paivio from University of Western Ontario. He proposes the Dual Coding Theory which is rooted from Yates (1966) who discovered the practical use of imagery as a memory aid. The dual coding theory generally involves even in language learning phenomena. The theory assumes that there are two cognitive subsystems, one specializes for the representation and processing of nonverbal objects or events (imagery) and the other specializes for dealing with language. “Imagens” is used for mental images and “logogens” is used for verbal entities. Logogens are organized in terms of associations and hierarchies while imagens are organized in terms of part-whole relationships. According to Paivio, mental images are analogue codes, while the verbal representation of words are symbolic codes. Analogue codes represent the physical stimuli learners observe in their environment such as trees and rivers. The codes are a form of knowledge representation that retains the main perceptual features of what is being observed. Symbolic codes, on the other hand, are a form of knowledge representation chosen to represent something arbitrarily as opposed to perceptually. Students use cognitive skill to process visuals as images and they are activated to speak in order to present the images. The relationship between the Imagens (mental) and Logogens (verbal) is shown in Table 2.1:

Table 2.1: Dual-coding theory



Media as a learning method does play a crucial role. Clark (1983) declared that media is a vehicle that delivers instructions and influences students’ achievement. Oral communication through participation and interaction in non-audio visual situation is the cornerstone upon which spoken proficiency is built. According to Goodwyn (1992), media education is essentially placed within secondary English and its influence and significance

across the curriculum can be extended from that base. We experience media text ranging from newspaper, magazine print, television and radio programmes and begin to recognize a great deal about them. The media education theory for current teachers began to develop in 1970s. Over the last 20 years, the increase in attention to the media has led to a far more open approach.

Goodwyn (1992) stresses that watching and understanding is so much easier than reading and understanding. As action speaks louder than words, one can simply reason out what is happening by watching a film without any spoken language or where the speech is of an unknown language. According to Goodwyn (1992) the statistic of teachers using the mass media materials in a term or more showed 67% favoured television, 41% favoured magazine, 27% favoured radio, 32% favoured cinema, 25% favoured pop records and 9% favoured comics. Visual texts are encoded in a number of ways by its producers, however, various meanings are bore, decoded and made sense by the watchers. Agnew et al. (1996) quoted that we gather information 10% from the words themselves, 40% from the way words are said and 50% from what we see. Thus, we remember more what we see than what we hear or read.

Watching is a social activity where there is a potential for the input to break up. According to Hansford (1988), there are three types of communication barriers. These barriers are masking, filtering and wandering. Masking is similar to “impression management” where human often encounters an outward facade that in no way reflects their real inner feelings or thoughts. Masking can be deceiving and misinforming others. A person sees or hears the same stimuli but perceive them differently based on their interests and attitudes. Filtering of information process by both teachers and students can lead to misunderstanding and inefficiency. Wandering is another process of failing to concentrate on what was said or seen. This happens when participants are veered into their own thoughts, problems and concerns.

Films, even if only partial, can be used as teaching material which has more to offer than words, photographs or illustrations. Nowadays, there are more opportunities available to use these type of images (Komatsu, 2008). According to Brown et. al. (1973), the effectiveness of the visual aid depends upon observers themselves and the conditions under

which images are shown. Handsford (1988) believes the importance of nonverbal behaviours demonstrate besides the physical setting of the classroom such as kinesics (body movement and gestures), paralanguage (vocal cues including pauses, hesitations and silence), proxemics (distance during the interaction), tactility (use the sense of touch) and other physical appearance (clothes, accessories and cosmetics). It is important to choose the topic of interest to help students communicate information, change or strengthen attitudes, develop skills, whet interest, raise problem to invoke moods and emotionalize learnings.

Darn (2005) believes non-audio visual clips can closely be related to non verbal communication which has received much attention in the area of business presentation, sales and marketing and the development of social skill. Non verbal communication in general performs the three basic functions such as managing identity, defining relationships and conveying attitudes and feelings but not ideas. Non verbal communication tends to be relatively open to interpretation while its influence often depends on the nature of the listener