RESEARCH ARTICLE

ISSN
INTERNATIONAL STANDARD SERIAL NUMBER INDIA
2395-2636 (Print): 2321-3108 (online)

A FOUR-DAY VISUAL CLASS MODULE: TEACHING PREPOSITIONS TO SULAKKAL GOVERNMENT SCHOOL STUDENTS THROUGH VISUAL AIDS

VINOTHINI.N[1], Dr. M. RICHARD ROBERT RAA[2], ATTRAIT DOVIN FEDRICK S[3]
[1]II M. A English, Department of English, School of Liberal Arts, Nehru Arts and Science College (Autonomous Institution Affiliated to Bharathiar University), Coimbatore- 641 105.
[2]Associate Professor, Department of English, School of Liberal Arts, Nehru Arts and Science College (Autonomous Institution Affiliated to Bharathiar University), Coimbatore- 641 105.
[3]PhD Research Scholar, Department of English, Sri Krishna Arts and Science College (Autonomous Institution Affiliated to Bharathiar University), Coimbatore- 641 008
DOI: 10.33329/rjelal.12.1.157

Abstract

Language serves as our principal means of communication, enabling the exchange of ideas and thoughts among individuals. While some languages boast millions of speakers, others are spoken by only a few thousand individuals. Globalization has made English-medium higher education a common practice in many academic institutions. The importance of English is growing due to the increasing mobility of both students and staff in the academic realm. English holds a pivotal role in the Indian education system, serving as the primary medium of instruction in many private schools and higher education institutions. A questionnaire is employed to identify English language learning needs from the teachers' perspective. Ten government teachers participated in the survey. Pre-test and post-test assessments are preferred for evaluating student learning progress. Thirty students participated in the four-day class, which incorporated visual aids into the learning program. Pre-test and post-test assessments are used to evaluate the learning growth of the learners. The learning growth of the students before and after the four-day intervention study is figured. It clearly shows that the overall average learning level of students increased from 25% to 98.75% after the visual aid preposition learning classes.

Keywords: Higher education, questionnaire, Pre-test, post-test, English language learning

Introduction

Language serves as our principal means of communication, enabling the exchange of ideas and thoughts among individuals. Across the globe, there exist thousands of languages, each nation possessing its national language alongside various local dialects spoken and comprehended by people across different regions. While some languages boast millions of speakers, others are spoken by only a few thousand individuals. English is used everywhere in the world, in areas like science,

technology, medicine, business, education, and more. It's so widely accepted and firmly established as the main global language in these fields. Its dominance has grown so much that it's like a big snowball that's hard to stop (RAO).

Globalization has made English-medium higher education a common practice in many academic institutions. The importance of English is growing due to the increasing mobility of both students and staff in the academic realm. English Language Teaching has evolved significantly, offering a spectrum of approaches to cater to the dynamic nature of language acquisition. While each approach has its strengths and limitations, the key lies in selecting or combining methods that align with the learning objectives, context, and needs of the learners. This diversity ensures that English Language Teaching remains a dynamic and responsive field, continually adapting to the evolving landscape of language education.

English holds a pivotal role in the Indian education system, serving as the primary medium of instruction in many private schools and higher education institutions. It is integral to competitive exams like JEE and NEET, shaping success and opportunities for students. As India increasingly integrates into the global economy, English proficiency is a sought-after skill in the job market, particularly in sectors such as information technology and multinational corporations. However, there exists a notable urban-rural disparity, with limited access to quality English education in rural areas. India's linguistic diversity is reflected in the coexistence of regional languages and English in the education system, with English often introduced as a subject in early education. Efforts by the government and various organizations aim to bridge this gap, including teacher training programs and initiatives to enhance English education in government schools. Beyond academics, English contributes significantly to India's cultural and intellectual landscape, making it a language of not just education but also of culture, media, and communication.

Language Classroom Through Visuals

Utilizing visuals in the language classroom is a powerful and effective strategy to enhance the learning experience for students. Visual aids can range from simple images and diagrams to more complex multimedia presentations. This approach leverages the visual-spatial intelligence of learners and provides various benefits in the language learning process.

One primary advantage of incorporating visuals in the language classroom is the facilitation of comprehension. Visual aids can clarify complex concepts, vocabulary, and grammatical structures by providing a concrete representation that students can connect with. For example, using images to illustrate vocabulary words or infographics to depict sentence structures can make abstract linguistic concepts more tangible.

Visuals also contribute to increased engagement. The inclusion of visually appealing materials can capture students' attention and make the learning experience more enjoyable. This engagement is crucial for maintaining motivation and fostering a positive attitude towards language learning. Visuals can be particularly beneficial for visual learners, who often grasp information more effectively when presented through images, charts, or graphs.

Reviews

The theory of Universal Grammar, as proposed by Chomsky in 1981 and discussed by Cook in 1988, posits that individuals possess an inherent language faculty through biological endowment. This faculty allows humans to naturally acquire the grammatical structures specific to particular languages (Hornstein and Lightfoot).

In the context of second language (L2) acquisition, learners must adjust or reset linguistic parameters when their native language exhibits settings that differ from those present in the target language (Ellis).

Limitations of the Study

This study is confined to addressing the specific language needs of middle school students of

Attrait Dovin Fedrick S et al.,

Sulakkal Government High School. The class chosen for the study is Eight standard. From the perception of the teachers, the language needs of the students and the methodology to handle the four-day class module are finalized.

Materials and Methods

A questionnaire is employed to identify English language learning needs from the teachers' perspective. Ten government teachers participated in the survey. Pre-test and post-test assessments are preferred for evaluating student learning progress. Thirty students participated in the four-day class, which incorporated visual aids into the learning program

Sequential Stage of the Learning Program

Table No 1.1: Sequential stage of the learning program

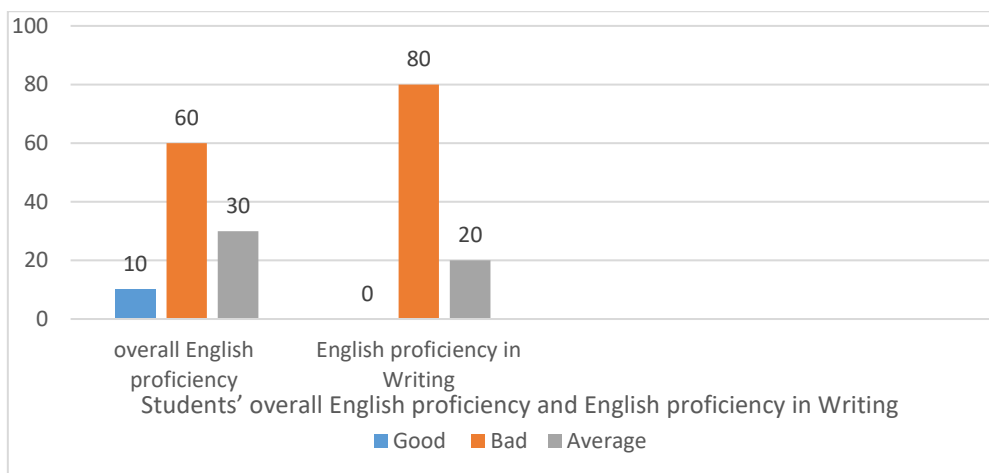| Phase	Sequential Stage of Study	Duration
1	Day 1: PRE-TEST	30 mints
2	Day 2: Module 1	40 mints
3	Day 3: Module 2	40 mints
4	Day 4: Module 3	40 mints
5	Day 5: Module 4	40 mints
6	Day 6: POST- TEST	40 mints

Results

Figure 1: Students' overall English proficiency and English proficiency in Writing

60 % of the respondents felt that the overall English proficiency of students is bad, 30 % of the respondents felt that the overall English proficiency of students is average and 10 % of the respondents felt that the overall English proficiency of students is good.

80 % of the respondents felt that the English proficiency in Writing of students is bad and 20 % of the respondents felt that the English proficiency in Writing of students is average.

Attrait Dovin Fedrick S et al.,

Table No: 1.2: The parts of speech the students need much attention

S. No	The parts of speech the students need much attention	No. of Respondents (n=10)	Percentage %
1	Verb	1	10
2	Conjunction	1	10
3	Preposition	6	60
4	Interjection	2	20

60 % of the respondents felt that students need more attention to learn prepositions, 20 % of the respondents felt that students need more attention to learn Interjections and 10 % of the respondents felt that students need more attention to learn conjunctions and verbs.

Table No: 1.3: Students feel/wish to improve their writing skills in English

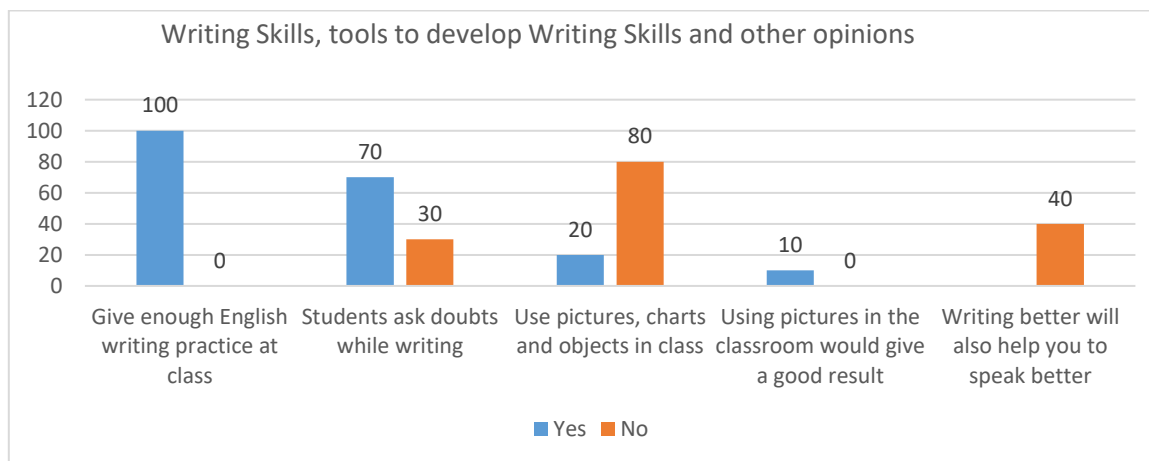| S. No	Students feel/wish to improve their writing skills in English	No. of Respondents (n=10)	Percentage %
1	Yes	9	90
2	No	1	10

Figure 2: Writing Skills, tools to develop Writing Skills and other opinions

The majority (90%) of the respondents felt that the students felt/wished to improve their writing skills in English.

100 % of the respondents supported that they give enough English writing practice at class, 70 % of the respondents stayed that Students ask doubts while writing. 80 % of the respondents accepted that they are not used pictures, charts and objects in class, but 100 % of the respondents suggested that using pictures in the classroom would give a good result in learning and 60 % of the respondents supported that writing better will also help you to speak better.
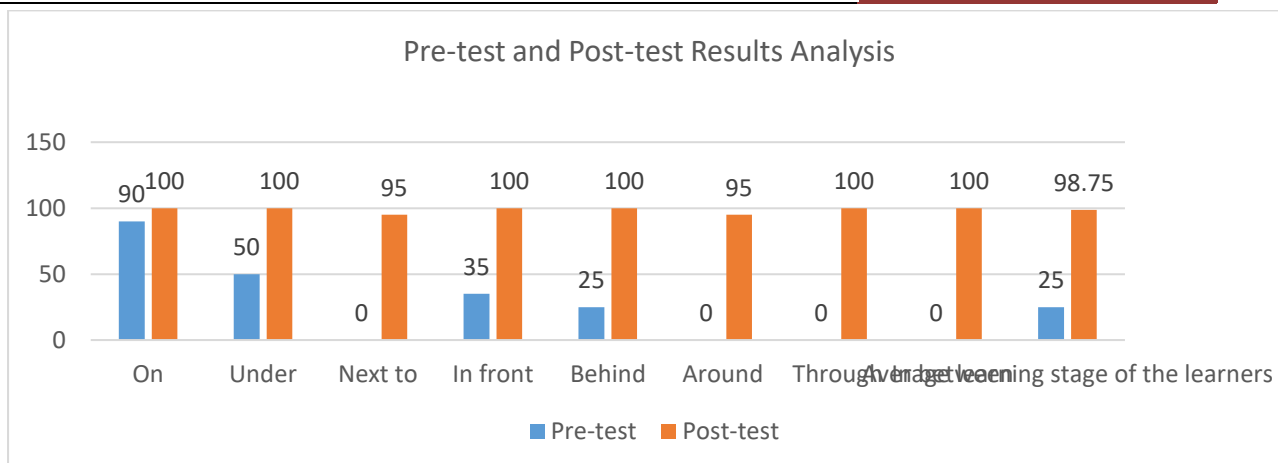
Attrait Dovin Fedrick S et al.,

Figure 3: Pre-test and post-test results

In the pre-test, most of the students' responses were incorrect answers. But 90 percentage of the respondents answered correctly the first question and the answer was on, 50 percentage of the respondents answered correctly the second question and the answer was under, 35 percentage of the respondents answered correctly the fourth question and the answer was in front and 25 percentage of the respondents answered correctly the fifth question and the answer was behind. Overall average learning stage of the learners was 25 percentage.

Most of the learners correctly answered the question during the post-test. The third and sixth questions alone got 95 percentage correct answers. Overall average learning stage of the learners after the class models was 98.75 percentage.

Discussion

Figure 1 indicates that the students are overall English proficiency and English proficiency in Writing is in the level of bad. Table 1.2 shows that the students are needed to advance prepositions in English writing. Table 1.3 specifies that the majority (90%) of the respondents felt that the students wish to improve their writing skills in English. Figure 2 displays that 80 % of the respondents accepted that they are not used pictures, charts and objects in class, but 100 % of the respondents suggested that using pictures in the classroom would give a good result in learning. According to the suggestion four-day intervention study is designed, the details of the study mentioned in the Table 1.1.

To evaluate the learning growth of the students, pre-test and post-test assessment is concluded. From the figure 3 the learning growth of the students before and after the four-day intervention study is figured. It clearly shows that the overall average learning level of students increased from 25% to 98.75% after the visual aid preposition learning classes.

Key Suggestions

- Teachers should concentrate more on teaching basic vocabulary.

- Teachers may use more authentic materials, such as newspaper cuttings, pamphlets, posters, recipe charts, and real processes (e.g., making lemon water), while teaching writing in the classroom.

- Teachers should understand each student's background while teaching in L2.

- Teachers may encourage learners' enthusiasm and willingness to write something in L1, despite their lack of knowledge in L2.

- Teachers may use learners' mother tongue as a support device, only as and when necessary, in explaining different patterns in writing.

- Teachers should encourage group as well as peer activities to help students learn writing.

- Teachers may bring in culture-specific topics for learners to reduce comprehension burdens in

Attrait Dovin Fedrick S et al.,

reading and facilitate easier recall of text or words while writing.

- Teachers may call for parent meetings and should discuss and explain to them the importance of children's education.

- Teachers should pay careful attention to the comments or correction of errors while giving feedback on learners' writing.

- Teachers may encourage learners to seek more clarification and useful feedback while they write.

Reference

[1]. Rao, Parupalli Srinivas. "The Role of English As A Global Language." https://www.rjoe.org.in/Files/vol4issue1/new/OK%20RJOE-Srinu%20sir(65-79).pdf. Oray's Publications, 2019. Web. 06 Mar. 2024.

[2]. Hornstein, Norbert, and David W. Lightfoot. "Explanation in Linguistics : The Logical Problem of Language Acquisition." Tijdschrift Voor Filosofie 47.2 (1981): n. pag. Web.

[3]. Ellis, Rod. "Input-Based Approaches To Teaching Grammar: A Review Of Classroom-Oriented Research." Annual Review of Applied Linguistics 19 (1999): 64–80. Web.

[4]. Arthur, Brookes and Grundy. 1991. 'Writing for Study Purposes' A Teacher's Guide to Developing Individual Writing Skills. -----CUP

[5]. Barras, Robert. (2005). Students Must Write: A Guide to better writing in coursework and examinations. London and New York: Routledge

[6]. Brookes Arthur and Grundy Peter. (1991). Writing for Study Purposes A Teachers Guide to developing Individual Writing Skills, Cambridge: CUP.

[7]. Byrne. Donn. (1986). Teaching Writing Skills. Handbook for Language Teachers. Singapore: Longman.

[8]. Clouse, B. 1987. Process and Structure in Composition. New York: Macmillan Publishing Co.

[9]. Coffin, Caroline et al. (2003). Teaching Academic Writing: A Toolkit for Education. London: Routledge.

[10]. Connor, U and Johns. 1990. Coherence in Writing Research and Pedagogical Perspectives. Alexandria V.A Teachers of English to Speakers of Other Languages.

[11]. Emig, J. (1977). Writingn as a mode of learning. College Composition and Communication. 28, p. 122-129.

[12]. Flower and Hayes. (1981). A Cognitive Process theory of writing. College English. 44, pp. 765-772.

[13]. Ferris, D and Hedgecock, J. S. (1998). Teaching ESL Composition: Purpose, Process and Practice. Mahwah, NJ: Lawrence Erlbaum.

[14]. Ghosh, R. N., Moody, K. W. and Inthira, S. R. (1978). A Course in Written English. Delhi: NCERT.

[15]. Grabe, William and Kaplan, Robert B. (1996). Theory and Practice of writing. London: Longman.

[16]. Hamp-Lyons, Liz and Heasley, Ben. (1987). Study writing: a Course in written English for academic and professional purposes. Cambridge: CUP

[17]. Hamp-Lyons Sue. (1991). Assessing Second Language Writing in Academic Contexts. Norwood, NJ: Ablex.

[18]. Harley, Birgit., Allen, Patrick., Cummins, Jim and Swain, Merrill. (eds.). (1990). The Development of Second Language Proficiency. Cambridge: CUP.

[19]. Jolly, David. (1984). Writing Tasks. Teacher's Handbook. London: CUP.

[20]. Jordon, R. R. (1980). 'Academic Writing Course.' London: Collins.

[21]. Kellogg, Ronald T. (1994). The Psychology of Writing. New York: OUP.

[22]. Kroll, Barbara. (ed.), 1994. Second Language Writing. Research Insights for the Classroom. Cambridge: CUP.

[23]. Krashen, Stephen D. (1984). Writing Research, Theory and Applications. Oxford: Pergamon Institute of English.

[24]. McDonough, Jo and Shaw, Christopher. (2003). Materials and Methods in ELT: A Teacher's Guide. Berlin: Blackwell Publishing.

[25]. Raimes, Ann. (1984). Techniques in Teaching Writing, Cambridge: OUP.

[26]. Rivers, J. William. (1987). Story Writing – A Comparison of Native and L2 Discourse. In Lantolf, P. James and Labarca Angela (eds.), Research in second Language Learning: Focus on the Classroom. New Jersey: Ablex Publishing Corporation.

Attrait Dovin Fedrick S et al.,