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ACQUISITION OF SECOND LANGUAGE THROUGH VISUAL METHODS AMONG SECONDARY LEVEL STUDENTS OF GOVERNMENT BOYS HIGHER SECONDARY SCHOOL, PAPANASAM.

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ABSTRACT:

Language is the means of communication. It plays a vital role in passing information. Every individual excels in their mother language. But the problem arises when acquiring the second language. This research focused on language learners of English as a second language. The action research was conducted in the classroom of Govt Boys Hr. Sec. School, Papanasam. The research explored a single question, "Can visual method improve English language acquisition in reading and writing?".

Students of government schools usually learn the major subjects in their mother tongue. So, they find much difficulty in learning English as their second language. As a result of the research, Reading and Writing could be improved when the teachers use proper visual aids. The study concluded that the use of visual aids and multimedia can help the students to observe the contents keenly and it also facilitate the classroom interaction and shows full interest in overall teaching learning process in the language classroom. The active participation of the whole class is the success of this method.

Keywords:

Multimedia, Integration, analysis, adaptability, visual aids, English as a second language.

1. INTRODUCTION

1.1 Introducing the problem

In government schools, students mostly come from the remote rural areas. Their environment hinders the second language acquisition very strongly. Poor background, influence of mother tongue, fear, lack of interest, etc. are the major reasons of the difficulties in acquiring the second language. As a teacher of English in the above-mentioned government school, I witnessed that the use of visual methods and the multimedia brought a tremendous change on students.

Students adapted themselves to the visual methods earlier than others in this society. Technology is the boon to education, especially acquiring the second language. For instance, when the teacher introduces the topic through PowerPoint presentation and explains the topic by showing some pictures and videos, it may kindle the interest among the students to learn and understand the new topic effectively. Visual aids are very useful for the teachers to introduce the topic. Computers are helpful for them to teach English language.

1.2 Framing the Research Question

Multimedia can assist the teachers and students in listening, speaking, reading and writing. It may enhance the improvement of the students' cognitive and communicative skills. My research Question is, "Can visual method help the students to acquire the second language especially to the government school students?"

1.3 Rationale for the Study

The two major causes motivated me to choose this topic are, one the traditional method has no huge effect for learning English language as the second language and the next one, government school students have some fear about the English language. I started my career as a teacher of English in a well sophisticated school in a metropolitan city. There, teaching English was like a bed of roses. I felt very comfortable with the students at secondary level there. Their brought up, family background, environment, behavior enabled them to acquire the English language very easily. Their accent, understanding level, exposure, participation was to the utmost Level. When I switched over to the government School, I experienced the great shock when encountered the students here. When I inquired, I came to know that the only subject they disliked ever was English. I was very much worried to hear their answers as an English teacher. It is difficult for an individual to speak or write English language as we are not the native speakers. But here, many of the students were not able to spell and read the English words.

Then I started observing other teachers how they enhanced their teaching of English. Through oral drills, rote memorizing, they trained the students to score the pass marks. This was the second reason to choose this topic.

After so many observations, I started searching the new tool to teach English for the government school students. I started focusing on the possibilities to improve students' assimilation by integrating multimedia into the students of secondary level in government school, Papanasam. I have chosen to focus on writing and reading and whether one can obtain an advantage from using the technology. The uses of multimedia and visual aids can have a positive impact on the students' comprehension of the content, helping them to overcome the learning difficulties through the use of Videos, photos, websites, smart boards, and other technologies. Being a former student, I can say that acquiring and mastering the reading and writing skills are very important for the learners of English as a second language. Visual aids help students to greatly improve their skills in mastering a foreign language.

Some features that can impress the education process through visual methods such as:

- It can facilitate the learning process and make it more effective.
- The teachers can help students' learning by improving their active participation.
- The teacher has the capacity to create interest with the help of Visual methods.

Visual aids are usually used as scaffolding for the students with different ways in different levels. Picture books are more valuable for the beginners. Pictures facilitate the students to learn any subject effectively. Students will learn faster by seeing and observing. The main theme can be portrayed easily by exhibiting pictures. Students can

also easily understand the points by seeing pictures as earlier as Possible. The result of implementing this method in the school, was the focus of the article. To conclude my literary review, all these and other research pointed to the importance of the use of visual aids and the positive impact on stimulating students and how much it enriches the students' Learning experience.

1.4 The setting of the study

I conducted this research in my own school, Government Boys Higher Secondary School, Papanasam in Thanjavur district. It is a school of about 650 students who range from class 6 to class 12. There are 126 students in the secondary level of this school had been taken for this study. Most of the students are from remote and rural areas with poor background. They are highly dependent on the school for their midday meals. Irregular attendance, dropouts are some of the issues we faced in this government school.

2. METHOD

For my research, I used the Observation method and Data collection method. First, I have divided the students into two groups. Then I have chosen a topic in English grammar and presented it in the traditional method which means without using any visual aids or technology for the first set of students. I introduced the topic and explained with various examples. I noted the response of the students at regular intervals.

Next, I taught the same topic with relevant pictures, PowerPoint presentation for the other set of students. I noted their responses too at regular intervals.

3. Results

After completing the task, the result was amazing. There is a vast difference between the traditional method classroom and visual method classroom. To my surprise, the classroom atmosphere was entirely different from one another. The response of the students for the visual method was livelier than the traditional methods. I found that the students liked to participate in the classes where visual methods used. The visual method also helps the teachers a lot. It lessens their burden. When using visual methods to illustrate the lesson it enabled the students to Concentrate better.

I noticed the students in the class where traditional method used were less responding and concentrating more on taking notes. But the students in the class where visual methods used were responding more and cooperating in a well versed manner. The confidence level of the students were very impressive. The students became more flexible and collaborative.

4. conclusion

The data I collected revealed that the visual methods are very useful. The classroom using visual method is very interactive lively and cooperative. After analyzing the log sheets, I found that the students confidence level was increasing and also there was a good rapport created between the teachers and the students. After my observation, what I concluded that the major barrier of second language acquisition is 'Understanding and participating booster'. I realized that my students were in the confused state in the beginning when I introduced the topic, but after drawing and showing pictures they have had a clear idea. At that point they became more active speakers not just passive listeners. They started writing more complete sentences and correct grammatical structures. This proved that even the complicated part, if it is taught by visual methods the students were able to understand the concept. The students' attitude towards the language has changed. They involved in speaking, writing and reading on their own. The most valid point I observed is that the usage of visual aids must be very relevant to the topic.

- Teacher should be well trained to use visual aids.
- Teachers should use relevant pictures.
- Teachers should support the students and must give cue to the students.
- Teachers should understand the level of students and use the visual methods accordingly.

My conclusion is, teaching English by using visual method is very effective and it will assist the students to acquire the second language swiftly and easily.

