



CENTRAL ASIAN JOURNAL OF LITERATURE, PHILOSOPHY AND CULTURE

Volume: 03 Issue: 05 May 2022

The Role of Visual Content in an English Class

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Received 19th Mar 2022, Accepted 15th Apr 2022, Online 27th May 2022

ABSTRACT

Visual content, when applied to the planning a lesson with the help of media, grasp students' focus to the topic introduced in the class, ensure and helps to assimilate knowledge of grammar and language, raise students' level of participating to the class, as well as enable learners to learn by heart the new words and sentence structures. Learning visually also facilitates students to advance imaginative thinking, which is a teaching method whereby the learner gains more language competencies and understand data better by linking ideas, words and events with pictures. Majority of teachers apply visual tools in enabling students understand content better. Teachers appreciate the support that pictures contribute to classroom performance because they motivate language learners to make associations between part of information. The following article evaluates and discusses some of the most helpful ways that visual aids contribute to effective teaching language in English for specific purposes (ESP) classroom.

Keywords: visual aids, teaching, new words, memorize, charts, terminology.

Applying information in audio or video format in English classes has increased rapidly as a result of the growing emphasis on spoken English teaching methods. Learners admire the visual screen - based classes too as they bring vibrant interaction in a classroom. Students also appreciate such kinds of lessons because video presentations are interesting, challenging and stimulating to watch. Video displays learners how nations behave in particular culture and whose language they are learning by bringing into the classroom a wide range of communicative situations. Instructors like it because video enables promote assimilate knowledge. It is well known that lack of vocabulary can make even a simple task very challenging for students. Video makes meaning clear by picturizing events, contents. There is saying that "a picture is worth a thousand words."

Every video lesson must be associated with its own lesson plan, and the lesson plan must be targeted to meet the teaching goals. Each video lesson plan must include: previewing activities, viewing activities, and post-viewing activities.

There are some techniques for each type of classroom activity:

The pre-viewing activities would be like the exercises to warm - up that usually have for other kinds of activities. There are several pre-viewing activities you could do, but try to use those that are aligned with your

aims, if your goal is to teach new words through a video, then in the pre-viewing activity you should introduce this new vocabulary, in context, in dialogues, through a matching and gap filling exercises, etc.

If you intend to work on listening skill, do some warm up for the topic of the video, so your students will get to know what it's meaning about and be better prepared to assimilate information. This introduction may be done in several methods, but the most helpful is a series of warm up questions about the topic.

If your goal is to teach grammar rules, then the pre-viewing part should be a review of the tenses or grammar categories you intend to practice. Several useful activities for pre-viewing practice are different games, "fill in the blanks" exercises, or any of the grammar handouts. When you study a language in an immersive environment, you feel confused and anxious. Visuals are important for learning language because it makes less anxiety, increases their competencies and can even enable them with decoding.

Emotional response and visual stimuli have a simple association. They perform together to activate memories. Visual metaphors and images, therefore, can create strong impressions in students. They can also create lasting memories.

In her article "Koronavirus pandemiyasi terminlarining etimologik tahlili" G.Sh. Doniyorova¹ states that "Advances in science and technology are constantly contributing to the emergence of lexical units that express new concepts in language. Such units are referred to in the language by the name of the term". So, the term is a word that is better understood by visual aids.

Learning techniques for visual students

- have a look at headings and pictures before reading whole sentences.
- color the important words.
- sit in a place where you can easily see the teacher.
- write your own notes and use charts, maps and graphs where possible.

Warm up activities contain tasks that students must do during the time of watching the video and these should also be targeted to your goals. Activities should focus on helping students learn and retain the new words introduced in the pre-viewing activity. One great way of doing this is to allocate students a worksheet with sentences with gaps that students must fill with the new words. Students watch the video and complete the sentence with the missing word. Students may also be asked to look for specific information.

Besides, you may choose to introduce various levels of listening. Begin with covering the TV or computer screen with some cloth, and have students only listen to the video. Then, they answer some general questions about what they heard. Let them watch a second time, but this time listening and viewing, and ask them to complete a gap filling exercise.

After viewing activities are a nice way to assimilate the video lesson and a great opportunity to consolidate everything your students have gained in a production or performance activity. Paying attention to vocabulary first you introduced some new vocabulary, then, your students saw how effective they were used in the video. Now is the time for your students to use these new words themselves. Allocate them into pairs, and ask them to write a dialogue or report with the help of this new vocabulary. The best part of incorporating video lessons

¹ Doniyorova Gulrux Shoniyozovna, KORONAVIRUS PANDEMIYASI TERMINLARINING ETIMOLOGIK TAHLILI, Oriental renaissance: Innovative, educational, natural and social sciences, 2021., pages 870-874

into your ESL classroom is the vast amount of material available. Just remember to include the right pre-viewing, viewing/ and post-viewing activities and you'll hit your target every time

Focusing on listening skill you intend to increase your students' listening skills, so ask them to do something that shows just how much they sensed. This production may be anything from a picture, a PowerPoint presentation that summarizes the video, or a role play.

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