

DEVELOPING RECEPTIVE SKILLS THROUGH AUDIO-VISUAL MINI PROJECT FOR ENGINEERING STUDENTS

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Abstract: Information and communication technology (ICT) has been an integral part of technical education. The possibility of providing spontaneous and adequate knowledge is quite possible through this. The manifestation of acquiring information can be made possible through pictures, charts, books, sounds etc. The immense use of this facility in learning and teaching through internet using multiple techniques for sharing knowledge throughout the world and also provides an autonomy of learning necessary effective instruction for the learners.

Key words: Developing receptive skills, Audio-Visual mini project, engineering students.

Introduction:

Audio-Visual method: Audio-Visual aids are essential technologies which are presented through multimedia for enhancing the comprehensive understanding levels of the learners. "Audio-Visual documentation of oral consent (Video and Audio tape recording and photography) is used as a new method of informed consent designed for illiterate populations" (The Lancet, Vol.359, Issue-9315, pages 1406-1407, 20th April 2002).

Language instruction comprises four major skills of LSRW. Listening and Reading are named as receptive skills and speaking and writing are productive skills. The relationship between receptive and productive skills is a complex one, with one set of skills naturally supporting another. For example building listening skills and reading skills can contribute to the development of writing as well as speaking. These essential language skills need to be acquired by every engineering graduate. It is known fact that good listening promotes good speaking.

English is a *prima facie* in today's global scenario. It is already acclaimed the status of an international language. To achieve rapid strides as able professionals our young engineering graduates need to acquire innovative methodologies in ELT such as project based learning communication skills through Audio-Visual project from the beginning of their engineering education.

Introduction: The concept of developing receptive skills through Audio-Visual project in engineering education fosters the academic requirements of L2 learners' communication skills in learner friendly manner. It is quite evident that our young students posses excellent subject knowledge in technical aspects but they are far behind in performing language skills during interviews and presentation sessions. The frustration or failure of job aspirants in career quest in MNCs and other world class organizations while attending interviews is quite evident.

Need of the study: This research paper attempts the feasible solutions for developing receptive skills for engineering students with one way encourages easy and inexpensive method of installing Audio-Visual mini projects in their respective institutions and other way fosters the regular habit of reading various journals, reference materials, research methodologies, magazines and news papers etc. These days tailor made study materials are readily available in market the criticism is many more students focus is on cut short methods of reading for examination point of view just for sake of score and marks. In fact wide subject knowledge can be obtained through only regular habit of reading (extensive reading).

Beginning: This paper is a humble endeavor to attempt and explore maximum opportunities to elevate the receptive skills by implementing A-V project in engineering colleges for all the levels of students. The pragmatic competence is elevated by the constant participation in group and pair activities designed for as a part of A-V project. In quest of knowledge, the author firmly believes that the project based learning enhances the skills of reading and listening.

Scope: A-V project can be set up easily as it is not expensive. It is not a financial constraint and takes very short time for installation.

1. Learners' curiosity is encouraged and more learning opportunities can be provided.
2. Procuring resources is not a difficult task.
3. Duration of projects can be set for short time as mini projects.
4. Learners from L1 medium background are largely benefited.
5. Different types of activities may be designed and presented in addition to prescribed contents.
6. Clear analysis of learners' performance with appropriate suggestions can be made.

Procedure: Earlier researches by eminent linguists have been immensely contributed in the field of

English language teaching and highlight the wide spread use of Audio-Visual aids in the mini projects. Efforts are need to felt to put an end for traditional education methods such as the use of chalk and talk method of lecturing with the text as they do not satisfy the academic needs for the emerging professional teaching learning process. It is still a challenge for academicians and ELT experts to develop learner friendly mode of teaching through easy and effective use of multimedia. It makes easy the process of skills acquisition for L2 medium

students while attending language lab sessions in project based learning sessions with enthusiasm. The focus is on to enable the students

1. Develop listening comprehension abilities to prepare themselves as effective listeners
2. Encourage the practice of reading involves in different teaching learning materials (TLMs) and provides scope to involve in activity based learning.

Process-1: Receptive skills-Teachers' role and students participation in activity

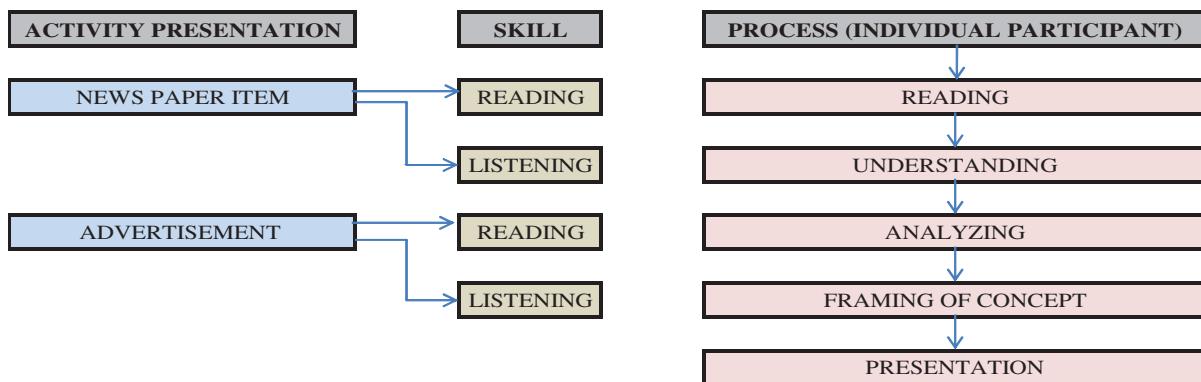


Fig 1. Activity chart of receptive skills represents the teachers' presentation of an activity and the process of individual learner's participation

Scope of topics: The topics of presentation may be related to any specific field or general such as

1. Educational (science and technology)
2. Political/administrative

3. Philosophical/spiritual
4. Sports/games
5. Entertainment/fun
6. Any other related etc.

Project-1: Activity for developing reading skill from the source of one of the leading news papers		
NEWS PAPER ITEM	TITLE OF THE PAPER	TIME
Educational(science and technology)	The Hindu	30-40 minutes
Political/administrative	Times of India	30-40 minutes
Philosophical/spiritual	Deccan Chronicle	30-40 minutes
Sports/games	Hans India	30-40 minutes
Entertainment/fun	Indian Express	30-40 minutes

Observations on:

1. Reading speed
2. Accuracy (Voice/Intonation/Rhythm/Modulation)
3. Comprehension level

The participants in groups should be able to

1. Extract the points of the selected item presented by the speaker
2. Note down the essential points in chronological order
3. Frame all points together in the manner of a draft

4. Give suitable title to the framed draft without changing the gist
5. Present the final draft

Teacher/Demonstrator's role

1. Test the competence of the participants
2. May ask the meanings of the difficult words
3. Arrange discussions on essential aspects, grammar, lexicon, writing style of the paragraph etc.
4. Useful suggestions can be given

Project-2: Listening		
LISTENING ITEM	SOURCE	DURATION
Statesman's/administrators' voice	Live presentation/ recorded (video clips)	30-40 minutes
Philosophers/scientists		30-40 minutes
Film actors/actresses		30-40 minutes
Business men/social workers		30-40 minutes
Any other field		30-40 minutes

Observations on

1. Speaking style
2. Pronunciation/ accent/ rhythm of the speech
3. Words used/ grammar
4. Body language/ posture/ eye contact of the speaker

The participants in groups should be able to

1. Grasp the points of the selected activity presented by the speaker from the video clip
2. Extract the essential points and identified the purpose of the speech
3. Frame the points and prepare the synopsis of the speech
4. Name the suitable title to the prepared points
5. Present the final draft in the manner of spoken/ written formats

Teacher/Demonstrator's role:

1. Ask the category of the speech
2. May ask several questions on pronunciation/ accent/ intonation of the speech

3. Arrange discussions on style/ voice modulation/ body language/ eye contact/ environment of the speech etc.
4. Useful suggestions can be given

Conclusion: These activity based projects through audio-visual mini projects are immensely useful for developing receptive skills (Listening and Reading) for engineering students especially to foster the academic requirements of L2 learners' communication skills in learner friendly manner. The initiation for this activity based project work is not much expensive and within short time the language labs may arrange project based learning materials for the larger benefits of L2 learners who come from rural back ground. And also this creates a lot of enthusiasm among the learners and enhances students' communication skills to meet their academic requirements.

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