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English As A Language For Teachers And Students Communication Using Visual Media Image Technology

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Abstract

English language teachers around the world have discovered a gap in the teaching and learning of English to ESL students. A definitive point of English Language Teaching is to furnish the understudies with compelling relational abilities and make them fruitful in their life. The modern education system strives to make the students employable and successful in getting the proper placement. Visual Media Image Technology (VMIT) in education is the mode of education that uses image and visualization technology to support, enhance, and optimise information delivery. Any Visual Media Image (VMI) based on English teaching would interest our learners more than any other method and motivate them to learn the language much better. Aside from posting the different showing things (structures), such a prospectus may also propose various open exercises. It has become unavoidable for the students of vernacular backgrounds to build up communicative competence in English. The goal of teaching English is to increase students' English competence, which is required to understand their main subjects and achieve excellent exam scores. Proficiency in English provides students with a doorway through which they can receive knowledge, and increase their job prospects. Students who study English for fourteen years, from kindergarten to the 12th grade quality in English is deficient in English competence, which is critical at the university level.

Keywords: VMI, Pictures, Image, Clippings, Visualisation, Communication, English competence

Introduction

Education through Visual Media Image Technology (EVMIT) intends to focus on the appropriate pedagogy for e-learning, to provide the ability to conduct virtual laboratory experiments, online testing and certification, online availability of educators to guide and coach students, and the use of accessible Education Satellite (EduSat) and Direct to Home stages to prepare and strengthen instructors to use the new technique for instructing successfully [1]. Education; digital literacy and development of all kinds of resources; infrastructure development; logistics management; health care; the empowerment of the masses, as well as e-administration; e-organization; modern business; rural purposes; innovative work; and financial development are all examples of how Visual Media (VM) can be useful [2]. "Around from kindergarten to the 12th grade, approximately 87 percent of students in India do not have spoken English abilities essential for any profession in the knowledge economy," according to the National Spoken English Skills study, "Students 2019-2020 [3]."

Innovation is reshaping the way we communicate, socialise, play, shop, and lead businesses. Language learning models are being challenged by these major shifts, such as teaching in a traditional study hall setting [4-7]. They also give us the opportunity to rethink how we teach and learn English [8-12].

In both formal and informal learning environments, students and teachers can stay in touch by using cell phones. For example, a teacher can encourage their students to create a personal visual story about their daily schedule [13-21]. The work of the understudy shows the educator a progression of minutes from their day, such as a morning timer, a toothbrush, a cup of espresso, their walk to work, and so on. For example, 'I clean up and get dressed...' is likely to contain language that needs to be corrected by the instructor [22].

Background of the Study

The application of technology to English language instruction in non-native speaking nations highlights the issues that both teachers and students of English encounter [23]. The rapid advancement of science and technology, including Visual Media Technology, has revolutionized the way we live "ere a more effective instrument to investigate the new teaching technique. In reality, multimedia technology has played a significant role in English language instruction, particularly in the classroom scenarios in which non-native speakers of English are present [24-27]. It also seeks to teach non-native speakers of the language. Teachers of English as a second language are aware of the tactics that can be used in an e-learning environment "in an efficient manner [28-31].

Statement of the problem

Unable to cope with the content-rich curriculum oriented teaching methodology, the limited proficient students get bogged down by their low achievement, lack of self-confidence and negative thoughts that prelude higher achievements and adjustment to the academic and environmental requirements [32-34].

Viewing is an active development of attending to and comprehending visual media, such as videos, drama, drawings, sculptures, television, advertising images, films, diagrams, symbols, photographs, and paintings [35].

Representing enables students to communicate information and thoughts through an assortment of media [36-41].

Viewing, therefore, requires learners to create meaning by interpreting the parts (images, symbols, conventions, contexts) that are related to a visual text and to understand not only "what" a text says but "how" the text works [42]. An efficient viewer would ask themselves these questions according to the Indian standard curriculum framework:

- What is the text representing?
- How is the text put together in this piece?
- What are the author's presuppositions, biases, interests, and values?
- What's the point of this text? What is the message's intended audience?
- Who are the people who are not included in this text? How do I feel about what I've read?
- What's going on here?
- What personal connections and associations can I draw from this piece of writing?

It is possible for students to use a variety of media and formats to visually represent their thoughts and ideas through the use of representations such as diagrams and charts and infographics and illustrations and slide shows and concept maps [43-47]. To make sense of what they've learned, students often use visual representations [48].

The need for the study

Learning settings today "are a half breed of covering physical and virtual spaces which stream into and out of one another, integrated by innovations", with "getting the hang of spreading into remotely organised actual spaces anyplace on the planet". Academic vocabulary training is

urgently needed by students from all over the world, regardless of their native language, who are enrolled in higher education [49-51]. Having the ability to compose grammatically correct sentences or paragraphs improves one's ability to read and listen. This includes more than just decoding the input text; it also includes providing students with opportunities to network with other students and their tutors and to speak clearly and fluently. Many institutions around the world have endorsed e-learning as a powerful method of learning and have encouraged the use of intelligent phones and personal digital assistants such as the iPod, tablet computer, and laptop computer [52]. Technological innovation must be integrated into teaching methods. Using these two examples, we can see how well a tool can be accepted and used by teachers and teacher educators alike [53].

Many more students can benefit from virtual meetings, including those who previously couldn't afford to attend school [54-57]. As a result, students are better equipped to succeed in a wide range of careers.

Review of Literature

According to the respondent, it is evident that nowadays, students have to learn something new, and they take that as an opportunity [58]. The Students are exposed to the outside world, the media, and other sources of information [59]. Some of them are willing to face mistakes and try to be better human beings [60].

Visual linked-integrated module (VLIM): If you're looking for something more than notes and printed text, consider using a visual linked-integrated module (VLIM) [61]. It has the flexibility to transform from a one-way teaching tool to a two-way intelligent cycle that propels forward [62]. VLIM can be used to overcome or improve the following limitations in a printed module:

In addition to providing linear and non-linear access to course content, it provides process visualisation by combining textual explanations of a process with simulations depicting the actual process [63].

The inclusion of a micro-world for exploratory learning is possible. It allows for self-assessment through the use of computer-generated assessment questions and exercises [64].

Linking information within and outside the module is made possible through the use of hyper-images and hypertext [65]. The computer-generated simulation, which the text and static images own, will bring abstract concepts to life for students [66]. Exploratory activities that are controlled by the learner allow for a deeper understanding of the material [67]. It is easier for students to learn at their own pace when they use visual media to construct their understandings. Task questions that have been carefully crafted will help students learn more effectively in this case. It allows students to conduct self-assessment using interactive questions generated by their mobile devices. It allows students to take advantage of new media technologies and enjoy high-quality video clips of short lectures. Using clever instructional games, it teaches students how to learn specific components. Providing students with immediate feedback, it encourages them to learn.

Significance of the Study

The goal of this study is to enhance students' ability to communicate in a variety of languages in order to better serve the community in which they live and learn. In order to make the most of their educational opportunities, students should be given the freedom and responsibility to be active participants in their own education.

There isn't a lot of research on how alternative learner-centered techniques like Visual Media methods can help students improve their academic language performance, so this researcher can only speculate. One of the most important pillars in the teaching, learning, and advisory process is the researcher's honesty and integrity, as is an objective assessment of students' abilities and skills. Student diversity is celebrated in visual media, which has a positive outlook on the experience's potential to be personally enriching for the students involved.

Ecological sustainability is maintained while enhancing the nation's economic and educational development. We believe in academic freedom and the free exchange of ideas, and visual media is no exception. It aims for the highest level of academic integrity and ensures that all students have the same rights, access, and treatment when it comes to educational opportunities.

Teacher-facilitated and monitored pedagogical exercises rely more on teachers' ability to observe and their invincible belief in remedial approaches to deficient students' performances.

The significance of the research increases when it is applied to the English language. Students and teachers are all involved in an organised approach to learning English as a second language. It is possible to collect and disseminate knowledge through collaborative action research. Based on these theories and current orthodoxy, it is suggested that teachers create an authentic and conducive learning environment for their students in order to help them become fluent in the target English language. In order to encourage students to work together and improve their language skills, visual media uses web tools and application-based activities that are tailored to the specific situation.

Methodology

The first step in the teaching process is to gather information about students. Using action research to identify students' objective needs provides even more information. Student thoughts might turn to creating a questionnaire that collects information immediately following a constantly observed performance and proper wordings to describe the participant's perception. After conducting a pilot survey with Questionnaire 1, Questionnaire 2 gathers each participant's true self-perceptions about the intervention.

Data Collection

Information from a study can be used to investigate how socio-environmental and socio-political factors affect the people who participate in it. In order to examine and explain the responses, a descriptive survey method is used (i.e., the questions are structured to elicit objective answers on two marks for each question). Respondents can choose from a range of categories that ask them to indicate how much they agree or disagree, approve, or disapprove of the option they have selected. A, B, C, D, and E are examples of descriptive options. A= strongly agree; B= agree; C=either agree or disagree; D= Disagree; and E= strongly disagree" are the correct answers to this question. The data from Questionnaires I and II have been gathered to write descriptive statistics and inferential analysis in order to examine the qualitative and quantitative effects of the intervention substances before and after the intervention. They provide concise summaries of the data collected and the results that were found. They provide a quick breakdown of frequency. They are quantitative and serve as a starting point for a more in-depth statistical investigation (figure 1).

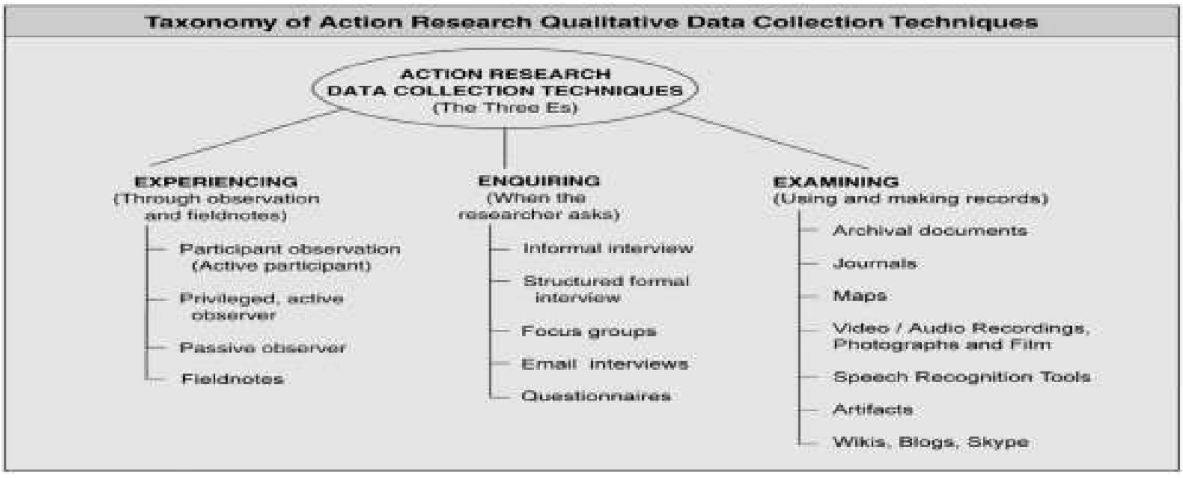


Figure 1: Mills Action Research: A Guide for Action Researcher (2014): Pearson Education

Tools

Visual Media Image Technology (VMIT) helps to grow more popular among teachers and Students connectivity because it provides, anytime and anywhere, a concept to create methods of learning. In the figure, a virtual link, or a connection, refers to information that the per-user can straightforwardly follow either by clicking, tapping, or floating. A visual link focuses on an entire report or a particular component inside an archive. Visual image is a medium with graphic links.

It's called anchor text when a piece of text is linked to another piece of content. When creating hypertext, you use a framework for hypertext, and to create a hyperlink is to hyperlink (or basically to the interface). Perusing the hypertext, or exploring it, is what happens when a client follows hyperlinks. There is a "http://www.edmodo.org" hyperlink in front of the page's URL. (Note the quotation marks around the URL.). It is highly recommended that all of your students have the option of receiving notifications on their mobile devices when there are new posts in the forum or messages in the message board.

Students increasingly use their smartphones, tablets, and other mobile devices to access courses, so making your classes mobile-friendly is becoming increasingly important. One way to help students get the most out of Visual learning is to suggest it to them. The following are some ideas for making course materials more mobile-friendly for students who are using apps or web tools on their mobile devices.

- Use a mobile-friendly theme
- Use the latest version available or the web-link mobile tool with additional features plug-in.
- Notifications and messages
- Provide a 'how to' guide to hyperlink on the mobile
- Setting up your course
- Course content
- Media download for offline usage
- Offline activities
- Things to avoid
- Mobile device considerations
- Links to open the Learning Mobile app
- Learn more

(https://www.educatorstechnology.com/2013/04/the-modern-taxonomy-wheel.htmlv)
Figure 2: The Modern Taxonomy Wheel
Educational Technology and Virtual Media learning is a resource of educational web tools and virtual apps for communication between teachers and students (figure 2).

Nature of Research

Put all of your teaching resources at your students' fingertips with this cutting-edge, easy-to-use system. It is possible for students to interact with their course content on the devices they use to connect to every other aspect of their lives, nearly 24 hours a day, thanks to mobile hyperlinks. This guide teaches you how to create mobile-friendly course material that will help your students stay engaged and participate. Learners in today's fast-paced world are in need of speed. There's no better way for them to get the information they need while on the go than by using a mobile app. Students can access their education at any time and from any location because it is placed in their hands.

For the time being, the focus has shifted from communicative competence to academic competency in terms of language proficiency. (a) a curriculum that is correlated with mainstream content areas, (b) English language development that is integrated into content subjects, (c) instruction in the use of strategies to make students understand the subject knowledge in a higher learning context are all components of the Cognitive Academic Language Learning Approach (CALLA) (Figure 3).

Figure 3: Self-Managed Learning System

Research Gap

MHM online electronic resources and tools are used in the classroom for the study of English Language Teaching. Networked learning (internet and intranet) research necessitated the creation of a review team to gather relevant information. Use models, trends and research gaps on the practical benefits of online resources and classroom tools are identified in this review.

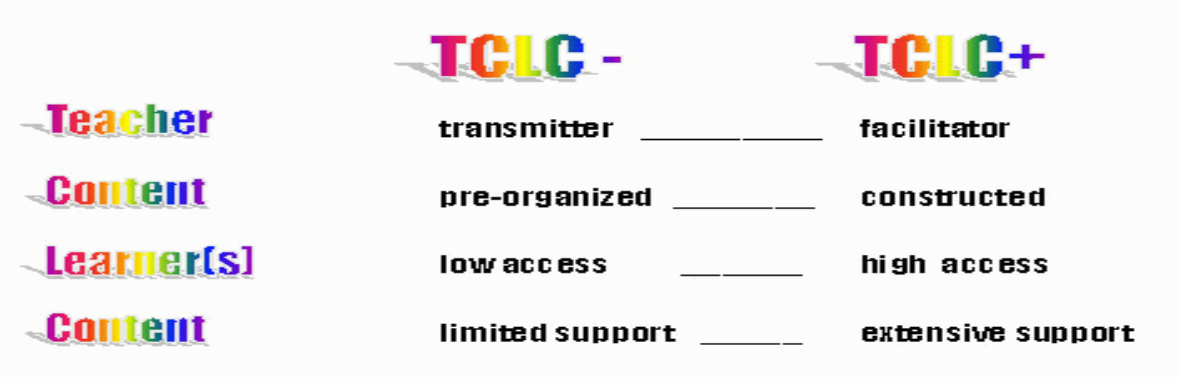
An online resource or tool is defined as a teaching and learning tool that uses information technology for

- The delivery of educational material.
- Second, the supervision and facilitation of the student's educational journey.
- The encouragement of group learning and the development of learning communities.

As a result, we didn't expect to see a wide range of outcomes when it comes to using online resources and tools in the classroom. Still, the conditions or circumstances in which they are used to bring useful information to teachers, educational administrators, and policymakers are given significant attention.

The four main components of a teaching/learning exercise — the teacher, the content, the learner(s), and the context — form the basis of the overall analysis. The characteristics of each of

these elements are depicted in the following figure:



(www.ulcalva.org. TCLC)

Figure 4: TCLC- and TCLC +

Each continuum has two distinct models of technology use at its endpoints. A good example would be that the vast majority of today's classrooms fall somewhere between TCLC and in this model, the teacher is more of a transmitter of knowledge than a facilitator of learning, and students have limited access to online resources and tools, rather than high levels of support for new initiatives and resources (figure 4).

Conversely there is a strong focus on the polar opposite ends of each continuum of online technology research: teacher/facilitator, content/constructed, learner/high access, context/extensive support (TCLC+) and so on. As before, the teacher's role is primarily to facilitate student learning, the curriculum is built by the learners, and the learners have free access to online resources.

There is evidence that the quality of the technology's impact on the learning process depends critically on the teacher. As a result, there is evidence that web content that is both stimulating and well-adapted is scarce.

Summary

Most promising results in teaching and learning come from teachers who have developed more advanced pedagogical approaches and who are already using online resources and tools effectively. Additionally, these teachers have a champion in the classroom who mobilises resources and thus provides adequate outside assistance.

Online resources and tools are now being used in classrooms to help teachers and students learn more effectively. There are a number of emerging trends that show how online resources and tools can be put to use in the real world.

When it comes to teaching and classroom management, educators use technology to make their current methods more accessible and expeditious. As a major feature of this use, technology is incorporated directly into the curriculum.

- As classrooms move online, students will need more power over their learning experience.
- As classrooms go online, students are exposed to more realistic and authentic learning scenarios.
- For students, the variety of learning objectives, projects, and outcomes available through online resources increases their interest and motivation in the classroom.
- A successful online classroom combines appropriate pedagogy with the use of information technology.
- An online learning community can support or even challenge the established curriculum in the classroom.

- Just-in-time and collaborative learning are now part of teacher preparation curricula.
- Online technology is used by educators as a driving force in educational reform.

Conclusion

Online learning is making its waves in all higher education providers worldwide. Both universities' teaching-learning strategies have a good combination of face-to-face and virtual classrooms with a greater inclination towards online learning. Mobile Hyperlinks Media technology implements for its students as an additional mode of learning apart from its bilingual e-dictionary. In contrast, the World Wide Web inspires its students to participate in other academic activities that enable them to cultivate skills like critical thinking, analytical thinking, studying with others and becoming future-proof in Learning English Language. Assume that students are constantly bombarded with powerful visual images from around the world. Then it is critical to help them resist the apathy, numbness, and passivity that they may feel toward the visual and instead teach them to analyse the rhetorical techniques and meaning-making mechanisms at work in visual texts. We need to rethink the concept of communicative competence in light of the fact that modern communication is multimodal.

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