

VISUALS AS AN AID IN BRIDGING THE KNOWLEDGE GAP IN A NON-MUTUAL LANGUAGE CLASSROOM

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Abstract

Every classroom comes with its' own typical scenarios which pose challenges among educators in the delivery of knowledge and skills. However, the challenges become greater if the medium of instruction is not understood by the learners. This study was carried out in a classroom where there is no common language between the facilitator and the participants. Hence the challenge would be to deliver the content effectively using one language of instruction, in which an interpreter will translate the content into a language common to the participants. In this complex teaching – learning scenario, the facilitator being the content expert needs to possess skills and techniques that will ensure that the expected knowledge is transmitted smoothly and effectively. In order to create an effective learning climate, the facilitator would need to administer various techniques to bridge the communication gap between himself/herself and participants. One of the techniques identified is the use of visuals as a teaching- learning aid. This study emphasizes the use of visuals as a tool to support and facilitate learning and content delivery. Results from the study indicate positive impact of using visuals as a tool to help create an effective and meaningful learning climate.

Keywords: Visual aids, teaching learning, facilitator, interpreter