

A REVIEW ON AUDIO VISUAL AIDS IN COMMUNICATIVE LANGUAGE

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ABSTRACT

In the era of modern language teaching, a new dimension has been added in the existing methods and techniques. With the development of technology, new innovations are being brought up in language teaching. Nowadays, language teachers are using different audio-visual aids to facilitate the teaching process. Along with text books, language teachers are likely to use related pictures, audio clips, videos, power point slides, posters and so on in language classrooms. The purpose of this study is to investigate the benefits that the language teachers as well as the learners get in using audio-visual aids in teaching English language. A qualitative method has been followed to collect the data of this research. It has been found that the use of audio-visual aids assists both the teacher and the learners in teaching and learning language skills. Improving Speaking Skills through Audio Visual Aids explains that the teaching profession is filled with countless opportunities to enrich the academic lives of students. While some concepts are easy for students to grasp, others may require to think creatively to ensure that important learning objectives are met. Using audio-visual aids in teaching is one way to enhance lesson plans and give students additional ways to process subject information. Since most people are visual learners, it's important to go beyond "spoken words" when educating students. This will also help the teachers to assess each student's overall understanding of the desired learning objectives. This review analyses the problems that are usually faced by the students of grade five. Since, more importance is given to reading and writing skills of English that is why most of the students are found to be silent, shy or have a profound fear of being wrong. It further highlights self-developed strategies on the part of teachers which will help the students in improving their accuracy and fluency. This will be done by using audio visual aids, through which systematic lessons will be delivered in the classrooms. The main objective of this research is to sort out the problems that the students and also to present the way to improve of speaking skills by the use of audio-visual aids while teaching. This study will show new ways in order to improve students' speaking skills which can be helpful for second language learners and teachers.

Key words: Teaching, Language, Audio visual Aids, Communicative language

I. INTRODUCTION

Audio visual material must be seen in their relationship to teaching as a whole and to the learning process as a whole, until the teacher understands the relationship between audio visual material and teaching learning process.

Audio visual materials are produced, distributed and used as planned components of educational programs. It helps the process of learning that is motivation, classification and stimulation. A.V. aids are multisensory materials which motivate and stimulate the individual. It makes dynamic learning experience more concrete realistic and clarity. It provides significant gains in thinking and reasoning.

Audio visual aids are sensitive tools used in teaching and as avenues for learning. These are planned educational materials that appeal to the senses of the people and quicken learning facilities for clear understanding.

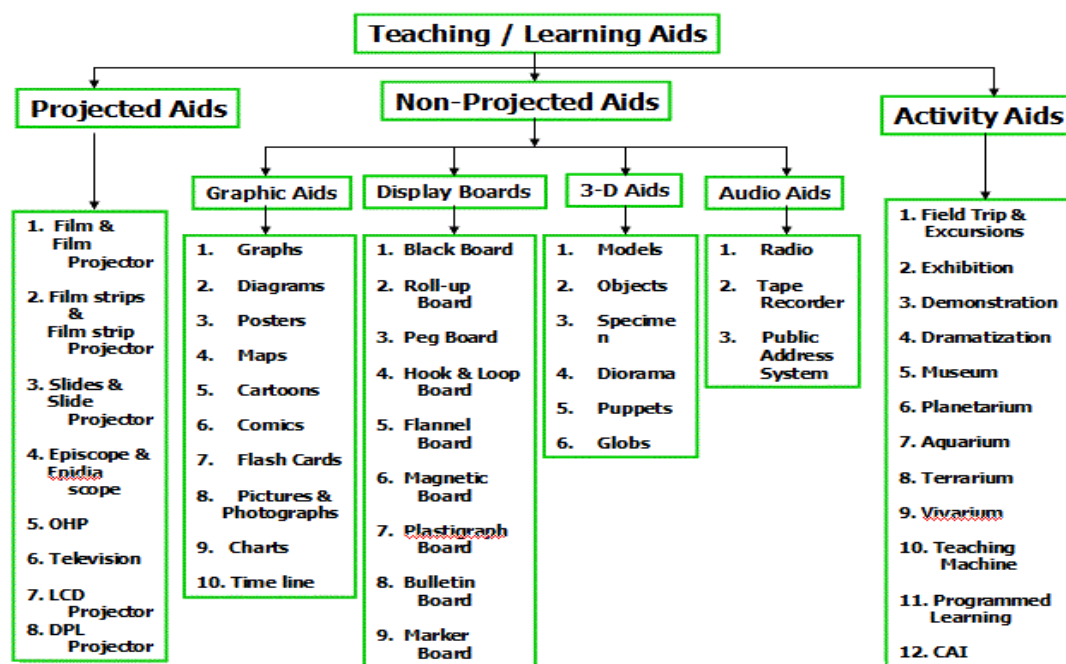
II.SIGNIFICANCE OF THE STUDY

Although, the use of audio-visual aids in language teaching has become a common fashion for the language teachers, many of them might not be well aware of the effectiveness of these. However, this paper will give an insight to the language teachers of using audio-visual aids in facilitating language skills of the learners. It is expected that the findings of the study will help the language teachers to know better about the effectiveness of using audio-visual aids in the classroom. As a result, this study will be a future guideline for the English language teachers regarding the issue.

Scope and Definition

Use of audio-visual aids in teaching different language skills is becoming popular nowadays among the language teachers. It is believed that audio-visuals help the teachers to make the classroom interesting and enjoyable. It is generally said that students like the language class when teachers use different audio-visual materials because it motivates them to pay more attention in the class and they can relate their learning with their real life. As a result, the use of audio-visual aids seems to be benefited for both the teachers and the learners. This study shows how the audio-visual aids facilitate language teachers and learners, which audio-visuals facilitate which language skills best, how classroom becomes dynamic because of audio-visual aids and so on. In this paper, the most frequently used terms are audio materials and visual aids. Here, audio materials refer to the texts that can be heard and that is recorded in tape or CD. Any recorded dialogue, speech, song, music can be audio materials for language classroom. On the other hand, visuals are the materials those can be seen like pictures, poster, graphics, videos, charts, flash cards etc.

Classification of Audio visual Aids



1. **Audio aids:** The instructional device through which message can be only heard are known as audio aids
Examples: Tape recorder, radio and telephone

2. **Visual aids:** The instructional device through which helps to visualise the message is known as visual aids

a. Projected visual aids: examples- slides, Over head projector, power point slides

b. Non projected visual aids: examples-Poster, charts, graphs, models, specimens, chalkboards, picture and photographs

c. Display type: Visuals are those which are spread before the audience for viewing, who get the message by looking at them.

Examples; Poster, models, exhibits and specimens

d. Presentation type: Visuals are those presented or projected before the audience for viewing but at the same time, one explains or present the message of the visuals. So that the message gets a meaningful understanding of them. Example; Slides, Over head projectors, charts and power point slides

3. **Audio visual aids:** The instructional device through which the message can be heard and seen simultaneously are known as audio aids

a. Projected Audio visual aids: examples; Video and cinema

b. Non project Audio visual aids: examples; Drama, Puppet show and street play

Advantages of audio visual aids :

- Audio visual aids help to avoid unwanted, empty and hollow verbalization in teaching English. • They clarify the subject matter.
- They kindle curiosity in learning new things.
- They make class room environment lively and strength students' memory by evoking all his senses.
- They help to grab the attention of students in an easy manner.

- Audio visual aids pave the path to introduce new methods to students which stimulate learners' mind to create innovative methods.
- They help us communicate the information to the large number of audience at one stage.

Benefits of Using Visual Aids in Teaching Literature

There are a number of benefits in using visual aids in teaching literature. These benefits are of paramount importance in maintaining a good momentum of reading interest among students. Firstly, using visual aids in teaching literature creates strong engagement between students and the texts. The use of visual aids like pictures, videos and projectors encourage students to read texts with interest, which make it easier for them to understand the abstract ideas in the Recent Advances in Educational Technologies. This proves the use of visual aids act as 'vehicles' that can be used to enrich and enhance the act of reading. Similarly, in research related to the use of multimedia applications for language teaching and learning literature, it has been stated that the insertion of visual aids in teaching enables authentic communication between students and literary texts. Thus, it allows the students to have full concentration on the texts which leads to their understandability of the story and flow of the texts. Secondly, students will be more motivated in learning literature. The students have no interest in learning literature due to the difficulties they encounter in the literary texts even though they show positive attitude towards the implementation of literature in English syllabus. The studies conducted on the importance of audio visual and other visual aids in enhancing students' interest in learning literature For example, the use of voice clips in teaching poems is vital because it could help students to understand the meaning and the message of the poems better. Apart from that, the insertion of animation of texts and graphics in the web-based multimedia as a tool to teach literature increases students' interest in learning and reading literary texts. Thirdly, the use of visual aids in literature teaching helps students to comprehend with literary concepts. Learning literature in English for ESL learners is quite challenging. Learners often encounter difficulty in understanding the literary concepts of the texts. In order to cope with this learning problem, visual aids such as graphics, illustrations, pictures, audio, and video can be used to serve as a helpful tool in facilitating students' understanding of the literary concepts occurred in the texts. The characteristics of the visual aids like sound, light and color can trigger and stimulate students' understanding of the texts. Furthermore, learning literature through film puts struggling readers at less of a disadvantage. It was found out that the use of films help students to visualize clearly the literary theory and cultural aspects found in the texts.

III.CONCLUSIONS

The review is not only useful for English teachers teaching in the schools, but also to the lecturers with related field, especially those who are teaching trainee teachers and students of English literature course in the teacher training colleges, universities and other educational institutes. This review may be served as guidelines for teachers when implementing visual aids in teaching, as they want their students to fully concentrate on the lesson, by being aware of the expectations and needs in literature teaching. When the teachers know how to grab students' attention, teachers can provide a friendly and interesting atmosphere for the students to learn. This will encourage the students not to just learn by listening and writing what the teachers told, said and provided in the classroom, but they will find their own initiative to read what they learn in order to improve their own

understanding towards the lesson. Furthermore, the implementation of visual aids in teaching literature is less time consuming. As a result, the teachers will have more ample time to create enjoyable classroom activities and conduct an effective teaching and learning process.

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