

# A REVIEW ON THE EFFECTIVENESS OF AUDIO VISUAL AIDS IN TEACHING LEARNING PROCESS

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## ABSTRACT

*Audio visual aids are those devices which are used in classrooms to encourage teaching learning process and make it easier and interesting. Audio visual aids are important in education system. Audio visual aids are those devices which are used in classrooms to encourage teaching learning process and make it easier and interesting. Audio-visual aids are the best tool for making teaching effective and the best dissemination of knowledge. So there is no doubt that technical devices have greater impact and dynamic informative system. This study designed to analyze the effectiveness of audio visual aids in teaching learning process at university level.*

**Keywords:** *Study, Analyze, Effectiveness, Audio aids, Visual aids, Teaching Learning process.*

## I.INTRODUCTION

Education is necessary for everybody. Education is very vital, deprived of education no can lead a good life. Teaching and learning are the important element in education. The teacher use different approaches and substantial to teach their students and their active learning. With the passage of time, altered methods and techniques are entered in the field of education and teacher use different kind of aids to make effective learning. Visual aids arouse the interest of learners and help the teachers to explain the concepts easily. Visual aids are those instructional aids which are used in the classroom to encourage students learning process. According to Burton "Visual aids are those sensory objects or images which initiate or stimulate and support learning". Kinder, S. James; describe visual aids as "Visual aids are any devices which can be used to make the learning experience more real, more accurate and more active". Visual aids are tools that help to make an issue or lesson clearer or easier to understand and know (pictures, models, charts, maps, videos, slides, real objects etc.). There are many visual aids available these days. We may classify these aids as follows, visual aids are which use sense of vision are called Visual aids. For example :- models, actual objects, charts, pictures, maps, flannel board, flash cards, bulletin board, chalkboard, slides, overhead projector etc. Out of these black board and chalk are the commonest ones. The challenges of classroom instruction increases when prescribed a course to the class while course books (textbooks) are constituted with too many interactive expertise activities. Most significantly, it has convert a common phenomenon to integrate textbooks with audio visual aids as additional or supplementary resource for classroom course learning activities. Visual aids are important in education system. Visual aids are

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Audio visual aids are important in education system. Audio visual aids are those devices which are used in classrooms to encourage teaching learning process and make it easier and interesting. Audio -visual aids are the best tool for making teaching effective and the best dissemination of knowledge. So there is no doubt that technical devices have greater impact and dynamic informative system. This review was made to analyze the effectiveness of audio visual aids in teaching learning process at university level. To achieve the purpose of study two questionnaires was design as research tool separately for teachers and students. It was found that (i) the respondents viewed that A.V aids play important role in teaching learning process (ii) A.V aids make teaching learning process effective (iii) The respondents viewed that A.V aids provide knowledge in depth and detail (iv)It brings change in class room environment.(v)It motivates to teachers and students.

On the basis of findings of study, following recommendation were made (1) Teachers may be trained for using A.V aids (2) Teachers may planning before using A.V aids (3) University may provided proper facilities of A.V aids (4) A.V aids may be according to level and interest of students.(5) Training may be provided to student for proper use of A.V aids.

Audiovisual education or multimedia-based education (MBE) is instruction where particular attention is paid to the audio and visual presentation of the material with the goal of improving comprehension and retention.

After the use of training films and other visual aids during World War II, audiovisual technology gradually developed in sophistication and its use became more widespread in educational establishments such as schools, colleges, universities, museums and galleries, as well as at tourist destinations.

Children learn best by observing and copying the behaviors of adults. It is therefore evident that learning is more effective when sensory experiences are stimulated. These include pictures, slides, radios, videos and other audiovisual tools. According to the Webster dictionary, audio-visual aids is defined as ‘training or educational materials directed at both the senses of hearing and the sense of sight, films, recordings, photographs, etc. used in classroom instructions, library collections or the likes’. The concept of audiovisual aids is not new and can be traced back to seventeenth century when John Amos Comenius (1592-1670), a Bohemian educator, introduced pictures as teaching aids in his book *Orbis Sensualium Pictus* (“picture of the Sensual World”) that was illustrated with 150 drawings of everyday life. Similarly, Jean Rousseau (1712-1778) and JH Pestalozzi (1746-1827) advocated the use of visual and play materials in teaching. More recently, audiovisual aids were also widely used during and after World War II by the armed service. The successful use of picture and other visual aids in U.S armed forces during World War II proved the effectiveness of instructional tools. There are various types of audiovisual materials ranging from filmstrips, microforms, slides, projected opaque materials, tape recording and flashcards. In the current digital world, audiovisual aids have grown exponentially with several multimedia such as educational DVDs, PowerPoint, television educational series, youtube, and other online materials. The goal of audio-visual aids is to enhance teacher’s ability to present the lesson in simple, effective

and easy to understand for the students. Audiovisual material make learning more permanent since students use more than one sense. It is important to create awareness for the state and federal ministry of education as policy makers in secondary schools of the need to inculcate audiovisual resource as main teaching pedagogy in curricula. The outcome is to promote the audiovisual material in secondary schools because they lack the resource to produce them. The visual instruction makes abstract ideas more concrete to the learners. This is to provide a basis for schools to understand the important roles in encouraging and supporting the use of audiovisual resource. In addition, studies have shown that there is significant difference between the use and non-use of audiovisual material in teaching and learning.

## II.OBJECTIVES

1. To strengthen teachers skills in making teaching-learning process more effective
2. To attract and retain learners' attention
3. To generate interest across different levels of students
4. To develop lesson plans that are simple and easy to follow
5. To make class more interactive and interesting
6. To focus on student-centered approach

Audio-visual aids in making the class dynamic Audio-visual aids help the teachers to bring a significant change in the class environment as well as in the teaching process. By using audio-visual aids in the class, teachers can present a topic Page | 13 both verbally and visually which is very helpful for the learners to pay more attention in the lesson. They can make a correlation between the verbal and non-verbal as well as abstract and concrete issues. There are some abstract things in language which is difficult to explain verbally. The subject matter may not be clear to the learners and they may struggle to catch what the teacher is going to mean. However, by using different visual aids, teachers can make the learners understand better. If the verbal and visual things are presented together, learners can get the information quickly. Mayer (2001) claimed that, if the instruction is given in the class using both words and visuals, learning become faster (as cited in Dolati, 2011, p. 6).

A major air of the teachers is to make the input comprehensible for the students, trying to use the target language as much as possible during the lesson, avoiding direct Usage of Multimedia Visual Aids in the English Language Classroom translation and extra explanations in the mother tongue. The visual material support them in that matter, as they serve as metal scaffolds for the students and help teachers to correlate and coordinate accurate concepts making the learning more concrete. Pictures and videos can serve as a connection between the mother tongue and English, so direct translations are not needed. This support also allows the teacher to skip excessive explanations and translations and help them to save time. It is important to mention that visual materials can create a harmony between the students and the instructional methodology and materials used as Oxford points out. In our classrooms we will have to face a wide variety of learning styles, such as visual learners, who can benefit largely of the visual aids, as they feel confused when following oral instructions and conversations. But they are not the only kind of learners helped by visual aids, 'kinesthetic and tactile learners

enjoy working with tangible objects, collages and flashcards too'. If the students feel comfortable with the materials and the methodology, they are expected to perform well, feel confident and experience low anxiety. Videos, for examples, help students in gaining confidence as they repeat and imitate real models using the target language. Therefore, students are expected to be more participative in the classroom. Different approaches bring the real world to the language classroom through visuals. Visuals aids for presenting, training, and teaching languages has been around since the 1920s-1930s, consisting mainly of film strip, pictures, slides and pass-around objects. They have been considered a useful tool for teachers in almost every trend of second language teaching. Such was an impact of visual materials that several universities have even created catalogues of visual aids that trace the history of using visual literacy and visual education. Probably, the Direct Approach was the first one give importance to the use of visuals in the language classroom. This teaching method, which became popular at the 20s-30s of the last century, enhanced the use of the target language. The use of tape recordings and picture slides gained special importance in the 1950s-1960s with the rise of the Audio-lingual method in the USA. Also in the 1960's French Scholars developed the Audio-visual method. This method considered the audiovisual technology is a great contribution to help teaching. Students were taught through a combination of textbooks, filmstrips, tape-recordings, slides and classroom presentation. The teacher made use of several visual aids: colored wooden rods, set of wall charts containing useful vocabulary, color coded phonetic charts, tapes or discs, film drawings and pictures, worksheets and transparencies. Students were not expected first. Magazine pictures and other visual and early production stages. Video tapes were considered the most appropriate visual aid when the teachers were not native. Linguistic meaning is based on usage and experience, and therefore students should be place in an environment that trigger their experiences and let them use the language for real purposes as many times as possible. Visuals can support the input that the student receives. The importance of visuals in Second Language Acquisition is that language teachers seem to agree that the use of visuals can enhance language teaching. As they help teachers to bring the real world into the classroom, they make learning more meaningful and more exciting. According to Bamford, it must be take in to account that visual literacy is the key to obtain information, construct knowledge and build successful educational outcomes. He asserts that this is due to the increase of the number of images in the world. It is important to point that students bring to the classroom their own background, that nowadays is associated with images provided by mass media, videogames etc., Visual aids can be a helpful tool in the language classroom as they help the teacher to clarity, establish, correlate and coordinate accurate concepts, interpretations and appreciations, and enable him to make learning more concrete, effective, interesting, inspirational, meaningful and vivid. Visual material or anything used to help the student see an immediate meaning in the language may benefit the students and the teacher. Projectors and multimedia classrooms that have been integrated in high school nowadays, teachers can use different resources to support their explanations, correct exercises or play games. In order to make these presentations effective, teachers must careful with the visual material and strategies.

### III.ADVANTAGES

In this modern world we use digital tools to improve the teaching-learning process. The most common tool we use in classroom these days is PowerPoint slides, which makes the class more interesting, dynamic and effective. Moreover it also helps to introduce new topics in easy way. The use of audiovisual aids makes the students to remember the concept for longer period of time. They convey the same meaning as words but it gives clear concepts thus help to bring effectiveness in learning.

Integrating technology into the classroom help students to experience things virtually or vicariously. For example, if the teacher wants to give a lesson on Taj Mahal, it is possible that not all the students in India have visited the place but you can show it through a video thereby allowing the students to see the monument with their own eyes. Although the first hand experience is the best way of educative experience but such an experience cannot always be done practical so in some case we need to have substitution.

Use of audio-visual aids help in maintaining discipline in the class since all the students' attention are focused in learning. This interactive session also develops critical thinking and reasoning that are important components of the teaching-learning process.

The advantages are summarized as follows:

1. Help to learn more and remember for long.
  2. Give reality and vividness to learning situations.
  3. Motivate the learner.
  4. Give clarity to learning.
  5. Make the abstract concrete.
  6. Reduce verbalism.
  7. Provide variety in methods of teaching and learning.
  8. Make learning interesting, meaningful and permanent.
  9. Develop deeper understanding.
  10. Arouse curiosity and stimulate self activity
- Conclusion Usage of Multimedia Visual Aids in the English Language Classroom help students to create relations amongst the words, bringing out more detailed, knowledgeable, responsive, awareness to the object, situation or text being communicated. Canning also points that the picture can help the student or to work with more abstract thoughts and organizing skills through the use of logical structure. In order to help the working memory process the information, the graphical representations are effective because their processing require fewer cognitive transformations.

It is important to point that in order to improve memory for lesson content, visuals should be aligned with goals of the instruction

Audiovisual provides opportunities for effective communication between teacher and students in learning. For example, in a study on English as Foreign Language (EFL) classroom, the difficulties faced by EFL learner are

lack of motivation, lack of exposure to the target language and lack of pronunciation by teacher, and such difficulties can be overcome by Audio as purpose of communication and Visual as more exposure.

Students learn when they are motivated and curious about something. Traditional verbal instructions can be boring and painful for students. However, use of audio-visual provides intrinsic motivation to students by peaking their curiosity and stimulating their interests in the subjects.

#### **IV.DISADVANTAGES**

One should have an idea that too much audio-visual material used at one time can result in boredom. It is useful only if it is implemented effectively. Considering that each teaching learning situation varies, so it is important to know that all concepts may not be learned effectively through audiovisual. Most of the time the equipment like projector, speakers and headphone are bit costly hence some of school cannot effort it. It needs a lot of time for teacher to prepare lesson to have interactive classroom session. Also teacher's valuable time may be lost in gaining familiarity with new equipment. Some students may feel reluctant to ask questions while film is playing and in small rooms can be a physical barrier. In places where electricity is not available in rural areas, it is not feasible to use audio-visual aids that requires electricity.

#### **V.CONCLUSION**

It is clear that audio visual aids are important tools for teaching learning process. It helps the teacher to present the lesson effectively and students learn and retain the concepts better and for longer duration. Use of audio visual aids improves students' critical and analytical thinking. It helps to remove abstract concepts through visual presentation. However, improper and unplanned use of these aids can have negative effect on the learning outcome. Therefore, teachers should be well trained through in-service training to maximize the benefits of using these aids. The curriculum should be designed such that there are options to activity based learning through audio-visual aids. In addition, government should fund resources to purchase audio-visual aids in schools.

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