

USING TECHNOLOGICAL TOOLS IN TEACHING OF ENGLISH AS FOREIGN LANGUAGE (EFL)

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ABSTRACT

The necessity of various techniques for teaching English as a Foreign Language (EFL) leads teachers to use technological tools to facilitate learning and serve their learners. Audio-visual materials are widely used for academic purposes and have a vital role in education. Audio-visual aids in teaching and learning can arouse students' interest in learning new concepts. It is universally acknowledged that the use of audio-visual aids contributes to students' learning. Thousands of years ago, audio-visual materials were the primary source of learning for people at large. The primitive human-beings expressed themselves and depicted their desires by drawing on the walls of caves. As life developed, primitive human beings began to learn from their surroundings and imitation and trial were their tools and means for learning. As text and print were developed, we almost began to lose our skills with audio-visual materials. The researches on "how people learn" shed light on the importance of the employment of audio-visual aids in teaching and learning. It is observed that whenever teachers use learning aids, students feel motivated, become more attentive, exhibit interest, and quickly understand things. The use of various tools helps students learn the language efficiently and effectively. Moreover, the use of audio-visual aids in teaching English is essential because it can stimulate students' participation in classroom activities, and thus in the teaching process.

Keywords: Audio, Visual, Aids, Attentive, Participation, Attitude, Communicate, Comprehend, Aptitude.

Introduction

The language teachers' primary task is to make the input comprehensible for the students, use the target language as much as possible during the lesson, and avoid direct translation and additional explanations in the mother tongue. The audio-visual aids support them in this matter, as they provide vital support to the students and help teachers correlate and coordinate concepts making the training more accurate and concrete. The ELT teacher may use charts, posters, and even show relevant video clippings and explain the text's meaning in the target language itself instead of using the students' mother tongue. By using audio-visual aids, the teacher may save time for other useful activities. Teaching is both an art and a science: competent teachers always find ways to boost their teaching methodologies. Teaching a language is not merely teaching the way to read and write but also other language skills.

The English language is taught in India since primary school, and it is supposed that the students can master the language skills after they graduate, but unfortunately, students cannot communicate in English fluently. They hesitate and have poor vocabularies. Their hesitation becomes the challenge for the teacher in teaching English as a foreign language (EFL). However, with the assistance of technology, teachers can create an environment that makes them learn a foreign language in a comfortable and better manner. When teachers specialise in teaching a foreign language to their students, they are supposed to be smart in stimulating classroom interaction. Students trying to learn English as a foreign language need support and motivation. They need to acquire all the four skills (LSRW) of language learning: Listening, Speaking, Reading and Writing. H. Einich (1985) claims that teaching English language using audio-visual tools is an excellent technique of bringing variety and adaptability into the classroom.

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What Are Audio-Visual Aids

Audio-Visual aids are fascinating tools for instructing and learning EFL. They are also called instructional material. Audio means "hearing" whereas "visual" means that which is perceived by seeing. Thus, all such aids, which make the learning clear to us through our senses, are called "Audio-Visual Aids" or Instructional Material. All such learning aids make the learning conditions as real as possible and give us first-hand knowledge through the organs of hearing and seeing. Therefore, any device which can be used to make the learning experience more concrete and practical, more realistic and dynamic can be considered audio-visual aids.

There are various types of aids commonly used by the English language teachers like pictures, audio-cassettes, projectors, video-clippings, PPTs etc. These days, the web offers excellent pictures that might be utilised while teaching the classroom's target language. There are distinctive ways for displaying a picture; it may be exhibited as a slide show board by a projector, showed on the laptop or even on the smartphone. The display of images can make the lesson more interactive. EFL educators can use recorded poems and speeches in the voice of native speakers to teach listening and speaking skills and teach accurate pronunciation. The teacher can check if his students comprehend the accent of the native speakers correctly or not. The videos based on the lives and culture of the native speakers can be great supportive tools in the instructive framework since they arouse students' interest and develop a love for the life and culture of the native speakers. Video in the classroom offers energising potential outcomes for language learning. Language Instructors utilise recordings to make their lessons more conceivable. Projectors too are a great visual aid of teaching. They give the teachers the prospect to introduce their lessons effortlessly and appealingly. Students feel more inclined to learn their lessons through visual apparatuses and are prompted to prepare their assignments through PowerPoint Presentations.

The Role of Using Audio-Visual aids for teaching the English Language

As a result of the globalisation procedure, English has changed into an all-inclusive language. It has become a medium of varied spaces. Therefore, it is taught in all nations either as a second language or a foreign language. Teaching English as a Foreign Language (TEFL) implies teaching English in countries where English is not the first language. EFL instructors can be native or non-native speakers of the English Language. Many innovations are done in the strategies for EFL teaching and learning. The modernization lies at the core of the globalization procedure; influencing training work and culture. The use of the English language has expanded quickly after the 1960s. Nowadays, English is the language of social gatherings, political meetings, business dealings, instruction, enterprises, media, library, communication, and key subject in educational programmes and language of imparting training. Along these lines, innovative materials like PCs, smartphones, internet, language labs and media help are valuable aids for EFL teaching and learning.

Teaching Methods and their Relation to the Use of Audio-Visual Aids

There are diverse instructing techniques that emphasise on ways to teach a foreign language. Every strategy presents a selected method for teaching. The Grammar Translation Method used during the eighteenth and nineteenth centuries concentrates on teaching the target language with translation in the learners' mother tongue. In the 1960s, the Direct Method was created as a reaction to the Grammar Translation Method. The Direct Method discourages the learners' mother tongue's employment and focuses upon using target language so that the learners get the maximum exposure to the target language and make quick efforts to learn it. The Audio-lingual method is another method of language teaching which came as a response against the Direct Method. It stresses the teaching of listening and speaking. Audio-visual aids are used on a large scale; hence language laboratories have a vital role in this method. The Audio-lingual method like the Direct Method teaches structures and utterances by repetition; therefore, the students repeat the sentence patterns and utterances as soon as they hear it at first, and later on, they develop the practice of communicating in the target language. After the ascent of Communicative Language Teaching approach, communication in the target language was given more emphasis. This approach depends on the logic that when students are made to communicate in the target language with multiple teaching aids, and realistic situations, they are more likely to pick up the target language. The CLT approach proves useful when the activities are meaningful. The students learn more if the input is authentic. Since CLT is predicated on the interaction and communication between students/student and students/teacher, technology is often a vital tool like the employment of videos and data shows.

Benefits of Using Audio-Visual Aids

The impact of innovation on EFL teaching and learning has brought numerous constructive outcomes. Utilising audio-visual aids in the learning procedure makes better correspondence for the students. As a result of internet access, students can watch videos on the native speakers of the target language's lives and culture, and they do not need to visit the countries where the target language is spoken. The use of sight and sound gives the right circumstances; it can help the students practice the target language. This type of language learning is beneficial for students who are excessively shy to talk. The use of audio-visual aids in the classroom profits both the teacher and students. It provides the learners with different activities which help them to acquire the target language. It means broader access to knowledge and the improvement of language skills. For example, the chatting network offers a decent language environment for learners to speak and listen. Foreign language learners may also develop their communicative skills by talking to the native speakers of the target language. Using technology can facilitate learning. The use of audio-visual aids in the teaching process has transformed and improved the entire education system. The internet has changed the tutorial system from the teacher-centred method of teaching into the student-centred learning mode. Earlier, the students were passive recipients of information; they took little part in the learning process. With the assistance of language learning tools, English language teaching creates a student-centred learning environment that develops the learners' critical thinking skills and problem-solving ability.

Conclusion

Language learning is an intricate procedure that needs the language teacher to utilise current innovation, which infers logical information to useful undertakings by associations that include individuals and machines. Technology cannot be isolated from society. Machines have social causes, and they rise out of the needs of society. Audio-visual aids are powerful instructional tools that help in developing a student's language skills. Using audio-visual aids in the foreign language classroom can enhance the student's motivation to learn the language. Many teachers stated that Audio-visual aids increased student's participation and engagement in the classroom. The students also feel that Audio-visual aids can help improve their vocabulary acquisition as they supply them with a wealth of knowledge. However, to satisfy its pedagogical purpose, Audio-visual aids should be judiciously selected as per the course syllabus, students' interests, and proficiency level. With the assistance of audio-visual aids in their classrooms, the English language teachers have motivated and captivated the interest of even the weakest and the naughtiest of students worldwide.

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