

IMPORTANCE OF USING AUDIO-VISUAL AIDS FOR TEACHING ENGLISH

Dr. Ubaid Akram Farooqui*

ABSTRACT

The necessity of various techniques for teaching English as a Foreign Language (EFL) leads teachers to use technological tools which help them facilitate learning and serve their learners. Audio-visual materials are widely used for academic purposes and have a vital role in education. Drawing on the board, display of posters and charts, illustrations in books, sounds and words capture attention, simplify concepts, and save time too. Moreover, the use of 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 the 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 make use of learning aids, students feel motivated, become more attentive, exhibit interest, and quickly understand things. The use of various tools helps students learn the language easily and effectively. Moreover, the use of audio-visual aids in teaching English is extremely important 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 major task of the language teachers is to make the input comprehensible for the students, to use the target language as much as possible during the lesson, to avoid direct translation and additional explanations in the mother tongue. The audio-visual aids support them in this matter, as they provide strong support to the students and help teachers to correlate and coordinate concepts making the training more accurate and concrete. The ELT teacher may make use of charts, posters, and even show suitable video clippings and explain the meaning of the text in the target language itself instead of using the mother tongue of the students. By using the 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 and means 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 which makes the students learn a foreign language in an easy and better manner. When teachers come to specialise in teaching a foreign language to their students they are supposed to be smart in stimulating interaction in the classroom. 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 with the use of audio-visual tools is a great technique of bringing variety and adaptability into the classroom.

* Associate Professor of English, BSR Government Arts College, Alwar, Rajasthan, India.

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 effective, more realistic and dynamic can be considered audio-visual aids.

There are various types of aids which are commonly used by the English language teachers like pictures, audio-cassettes, projectors, video-clippings, PPTs etc. These days, the web offers excellent pictures which might be utilized while teaching the target language in the classroom. 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 make use of recorded poems and speeches in the voice of native speakers to teach listening and speaking skills and to 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 not only arouse students' interest but they also develop a love for the life and culture of the native speakers. Video in the classroom offers energizing potential outcomes for language learning. Language Instructors utilize 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 that are displayed 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 globalization procedure, English has changed into an all-inclusive language and has come to be used as a medium of varied spaces. Therefore, it is taught in all nations either as a second language or a foreign language. The teaching of 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. Innovation has impacted the strategies for EFL teaching and learning. The innovation 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 the role of English is that it 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 emphasize on ways to teach a foreign language. Every strategy presents a selected method for teaching. The Grammar Translation Method which was used during the eighteenth and nineteenth centuries concentrates on teaching the target language with the help of translation in the mother tongue of the learners. In the 1960s, the Direct Method was created as a reaction to the Grammar Translation Method. The Direct Method discourages the employment of the mother tongue of the learners 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 the help of multiple teaching aids, and realistic situations, they are more likely to pick up the target language. The CLT approach proves effective 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. Utilizing 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 lives and culture of the native speakers of the target language, and they do not need to visit the countries where the target language is spoken. The use of sight and sound gives valid circumstances; it can help the students practice the target language. This type of language learning is immensely useful 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 wider access to knowledge and the improvement of language skills. For example, the chatting network offers a decent language environment for the learners to have a speaking and listening practice. 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 were taking little part in the learning process. English language teaching with the assistance of language learning tools now creates a student-centred learning environment which develops the learners' critical thinking skills and also the ability of problem-solving.

Conclusion

Language learning is an intricate procedure which needs the language teacher to utilize current innovation which infers the employment of 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, student's interests, and their proficiency level. The language teachers all over the globe have been able to motivate and captivate the interest of even the weakest and the naughtiest of students with the assistance of audio-visual aids in their classroom.

References

- ✿ Ahmad J. Al – Khalifah. Teacher's use of audio-visual media for teaching and learning in Kuwait Public Schools, the influence of teacher training colleges and the role of the school library in media provision.
- ✿ Laskowski, M. S. And Bergman, B. J. (2004). Academic media centre collection Library Review. 48, 5: 242 – 250.
- ✿ Mannan, A. (2005). Modern Education: Audio-Visual Aids. New Delhi: Anmol Publications.
- ✿ Pareek, U. and Rao, T., (1980). Cross-cultural surveys and interviewing. In: H. Triandis and J. Berry, eds. Handbook of cross-cultural psychology: methodology. Boston: Allyn and Bacon, Inc., pp. 127-179.
- ✿ Rokni, S., & Ataei, A. (2014). Movies in EFL classrooms: With or without subtitles. The Dawn Journal, 3(1), 715-726.
- ✿ Sharma, P. (2009, April 8). Controversies in using technology in language teaching. Retrieved from [http://www.teachingenglish.org.uk/articles/controversiesusing-technology-language teaching](http://www.teachingenglish.org.uk/articles/controversiesusing-technology-language%20teaching)
- ✿ Singh, G. & Richards, J. C. (2009). Teaching and learning in the course room. In A. Burns & J. C. Richards (Eds.), The Cambridge guide to second language teacher education (pp. 201–208). Cambridge, England: Cambridge University Press
- ✿ Warr, A., (1983). The influence of visual aids on teaching and learning in schools, PhD. Dissertation, Oxford: Oxford University.
- ✿ Waterworth, John, (1992). Multimedia Interaction with Computer-Human Factors Issues. New York: Ellis Horwood.

