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The role of audio visual aids in teaching English

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Abstract--The present study aims at showing the role of audio-visual aids used in teaching English as well as investigating the effect of audio-visual aids in teaching English. Audio-Visual aids are materials used by the teacher in order to facilitate the teaching and learning process. Audio-Visual aids are those instructional devices that are used in the classroom to encourage learning and make it easier and more interesting. The results of this research show that audio-visual aids help our students in verbalization. But most teachers do not use these aids which have great educative value. These are not ordinary materials rather these are teaching materials. Audiovisual aids give direct sensory experience to the students.

Keywords---audio visual, teaching English, learning process.

Introduction

The English language plays a vital role around the globe as a number of English language learners are growing up. Different teaching methods have been tested to view the effectiveness of English language teaching and learning. Therefore, teaching English becomes difficult for us. In the teaching of language, the main purpose of the use of audio-visual aids is to enable the teacher to make his/her lessons effective and interesting. In the teaching of English, the teacher uses the direct method. Therefore, it is for the teacher to give a clear idea to the students through audio-visual aids. Books and other printed materials have been the basic tools of teaching for centuries, and they are still of great importance. History suggests that the basic conditions which strongly encouraged study and experimentation with visual aids were excessive verbalization in teaching.

Teaching English is a complex process. To make all the complexities of teaching processes easier, well-advanced teaching aids are the need of the hour. The monotony of learning process can be avoided by the effective utilization of audio-visual aids. So, the present study focuses on the role of different

audio-visual aids in assisting trainer as well as learner in learning a foreign language and also it explains the importance of traditional aids as well as the most advanced aids in teaching learning process. Using multimedia audio-visual aids stimulates thinking and improves learning environment in a classroom.

1.1 Statement of the Problem

Teaching and Learning of a second language is a convoluted process. Since English is considered a global language, it is a difficult task for the instructor to make students attentive and involve in the learning process. So, this study is an attempt to answer the following questions:

- 1) What is the role of audio-visual aids in teaching English?
- 2) What is the effect of audio-visual aids in teaching English?

1.2 Aims of the Study

The present study aims to:

- 1) Show the role of audio-visual aids used in teaching English.
- 2) Display the effect of audio-visual aids in teaching English.

1.3 Hypothesis

It is hypothesized that:

- 1) Audio-visual aids have an effective role in teaching and learning English.
- 2) There is a significant effect of audio-visual aids in teaching English.

1.4 Significance of the Study

This study is hoped to be valuable to people interested in or specialized in TEFL (Teaching English as a foreign language) and to English foreign learners. It provides them with a sufficient account of audio-visual aids used in teaching English.

1.5 Basic Concepts

a. The Role

The actions and activities assigned to or required or expected of a person or group. It is the function or position of something (Internet Ref. No.1).

b. Audio-Visual Aids

Teaching and learning resources that appeal to hear and the sense of sight (Sumner, 1985: 102).

c. Teaching

Teaching is one of the instruments of education and is a special function to impart understanding and skill. The main function of teaching is to make learning effective. The learning process would get completed as a result of teaching. So, teaching and learning are very closely related (Andrews, 1998: 64).

Literature Review

2.1 Definition of Audio-Visual Aids

Audio-Visual aids are materials used by the teacher in order to facilitate the teaching and learning process. Audio-Visual aids are those instructional devices that are used in the classroom to encourage learning and make it easier and more interesting. “The material like charts, maps, models, film strips, projectors radio, television, etc. called instructional aids”(Rather, 2004: 91).

According to Sola (2012: 46), audio-visual aids are “anything by means of which learning process may be encouraged or carried on through the sense of hearing or sense of sight”. It can mean that audiovisual aids are a combination of audio aids and visual aids. It includes both audio and visual senses. This is facilitation from the teachers to learn in an enjoyable way. The students can use both their eyes and ears. It helps the students to learn better.

Subathra (2012) emphasizes the best side of audio-visual aids is that they made the process of learning has become quite exciting for the students with the audio-visual aids. It helps the students in generating an open mind for learning. At the same time, it develops teamwork among the students as they are required to work in teams for such project-based learning. Within a short period of time, these audio-visual aids gained much popularity and have shown their dominance.

According to Wilson (2000: 133), “audio-visual aids are those sensory objects or images which initiate or stimulate and reinforce learning”. In other words, these aids work as extra strategies that teachers use in order to make clear and connect several theories that are taught by them. Moreover, Audiovisual materials also help learners to increase their understanding, stimulate curiosity, and motivation, and improve their imagination.

Audio-visual aids are supplementary devices by which the teacher, through the utilization of more than one sensory channel is able to clarify, establish and correlate concepts, and interpretations and are additional materials used by the teacher in order to make the acquiring and teaching clear, easy to interpret and make a correlation between the different concepts through the use of more than one senses from the students’ (Ibid: 134-135).

The importance of the using audio-visual aids

The use of audio-visual aids in the classroom can have many advantages for the teacher and the learner. It reduces the effective factors of the learner and promotes his self-confidence and motivation in the sametime, also audio-visual aids can be used as a supplement to the lesson plan in order to add more clarification and make the lecture enjoyable.

2.1.1 Usage of audio-visual aids to enhance social aspects:

The use of audio-visual aids in class creates communication between teacher-student and student-student which help them to build their self-confidence to speak, participate or even ask for more clarification. The use of audio-visual aids motivates students and helps them to be more attentive and prepared. The clear image and the clarification facilitate the transfer of the information which makes the learning process easy and long-lasting in the mind of the students. The effect of motivation that audio-visual aids have on students makes them stay in class for a long time without being bored and creates students' interaction in class which overcomes their anxiety about speaking and participation or making mistakes (Angeline M. Ivin, Leon Korte, Thomas L. Davies, 2010, P1). On the same side Jennifer M. Apperson, Eric L. Laws, James A. Scepanisky, August (2006, p 116- 126), in their study claimed that the use of audio-visual aids provides a healthy atmosphere in class, improves the students' pronunciation, vocabulary, provides interest towards the topic and in the same time develops communication with the teacher which can be the solution to the phobia of asking questions in the classroom. For that, using audio-visual aids motivates the students, reduces their anxiety, and builds the students' self-confidence.

2.1.2 Using Audio-Visual Aids to cover the different styles of learning:

The use of audio-visual aids overcame the different styles of learning «the way in which each person absorbs and retains information and/or skills». For instance, an individual's learning style refers to the preferential way in which the student absorbs, processes, comprehends, and retains information. Auditory learners learn through hearing, Visual learners who learn through seeing and kinesthetic learners who learn through touching. Each student has his own style that fits his nature, and prefers to use it because he finds it helpful in comprehension of information, absorbing and retaining it, then progress in learning. According to Fleming's model, sometimes referred to VARK learning styles, learners are identified by whether they have a preference for visual learning, which refers to V (pictures, movies, diagrams), auditory learning refers to A (music, discussion, lectures), reading and writing refers to R (making lists, reading textbooks, taking notes), or kinesthetic learning refers to K (movement, experiments, hands-on activities).

2.1.3 Using AVAs to motivate the passive learners

Audio-visual aids motivate students, through the use of color slides, movies or recorded messages, or even data shown to attract the attention and interest of the learner. As Ossai-ugbah, Samuel and Isaac analyzed the role of audio-visual aids in learner's motivation. They have submitted 200 questionnaires to Nigerian technological university library learners, and the results showed that 74 respondents (37%), which makes a high percentage, confirmed that audio-visual aids made learning easier and more interesting for them (220). In the study, the researchers listed a number of benefits related to the implementation of audio-visuals in learning a foreign language. These benefits can be linguistic or psychological. The one which receives a high frequency of agreement is 'audio-visual aids made learning easier and more interesting, and this is among the

psychological advantages associated with teaching materials. 74 respondents, (37%) indicated that play a major role in relaxing the classroom climate. To conclude, integrating audio-visual aids in the classroom has various benefits. Reducing students' psychological factors, Meeting pupils' learning styles, increasing their motivation and self-9 confidence, and decreasing the tension of fear.

2.2 Types of audio-visual aids

According to Ahmad (2013), there are four kinds of audio-visual aids. They are films, television, video, and CDs.

2.2.1 Films

Films represent an effective instructional device to cater to the students' attention and create interest and motivation among them towards effective learning. Educational films may be prepared on any content material or any aspect of knowledge, and behavior.

2.2.2 Television

Television is a versatile medium for transmitting education through different programs. It is an exciting means of communication. Useful instructional programs are being telecasted regularly for the student community on television. A teacher should utilize the TV programs and make them the basis for discussions on relevant occasions.

2.2.3 Video

Video is a viable aid for effective learning and teaching. Teaching with the help of video is called video-aided instruction. In video-aided instruction, learners' comprehension is generally tested through a 10 questionnaire and video is clearly an instructional medium that generates a much greater amount of interest and enjoyment than the more traditional printed material.

2.2.4 CDs

Nowadays, educational video cassettes are easily available in the market. Educational CDs can be prepared on any aspect of the subject matter and curriculum.

2.3 The Advantages of Using Audio Visual Aids

According to Nupur (2012), there are so many advantages of using audio-visual aids, such as:

1. Best motivators: They are the best motivators. Students work with more interest and zeal. They are more attentive.
2. Fundamental to verbal instructions: They help to reduce verbalism which is a major weakness of the schools. They convey the same meaning as words mean. They give clear concepts and thus help to bring accuracy in learning.

3. **Clear images:** Clear images are formed when we see, hear, touch, taste, and smell as our experiences are direct, concrete, and more or less permanent. Learning through the senses becomes the most natural and consequently the easiest.
4. **Vicarious Experience:** Everyone agrees to the fact that first-hand experience is the best type of educative experience but such an experience cannot always be provided to the pupils so in some situations certain substitutes have to be provided. For this, we find a large number of inaccessible objects and phenomena.
5. **Variety:** Audio-Visual aids provide variety and provide different tools in the hands of the teacher.
6. **Freedom:** The use of audio-visual aids provide various occasions for the pupil to move about, talk, laugh, and comment upon. Under such an atmosphere the students work because they want to work and not because the teacher wants them to work.

2.4 Disadvantages of audiovisual

In the teaching-learning process, there are always advantages and disadvantages of any aids that are used. Although audio-visual aids combine two aids at once, there are still some barriers. Sola (2012:65) points out the problems of using audio-visual aids as follows:

1. **Apathy of the teachers:** teachers still do not recognize the role that teaching aids play in the classroom, they base their instruction merely on words.
2. **Ineffectiveness of the aids:** what makes the use of audiovisuals fail in providing successful instruction is the teachers' lack of pre-planning and preparation. The researcher has shed light on the role of planning because it is the way to effective presentation, application, and discussion.
3. **Financial hurdles:** governments and organizations should give more interest to setting up audio-visual education. Underdeveloped countries have serious problems concerning the lack of programmers; in turn, they could not enable them to achieve further objectives.
4. **Irregular power supply:** no one can refuse that teaching materials, especially the technological ones, need electrical and technical power in order to work. So, these devices will not be activated unless there is enough power, and this fact could be an unwelcomed prospect from the part of certain countries and areas which have insufficient energy.
5. **Need for training:** each kind of teaching material requires special treatment and a way of dealing. Therefore, instructors should be aware of these differences as well as they should receive training on how to use them.

Chapter Three

Conclusion

The use of audio-visual aids in teaching and learning the English language is a great step. Audio visual classrooms are alternative to the traditional classrooms in which a learner may focus on every minor to a major aspect of concepts. However, the teachers are to be well trained in using multiple advanced

technical teaching aids to make the learning environment comfortable and amicable to reach the needs of the learner.

It is concluded that audio-visual aids help our students in verbalization. But most teachers do not use these aids which have great educative value. These are not ordinary materials rather these are teaching materials. Audiovisual aids give direct sensory experience to the students.

Audio-visual aids have a great role in teaching English, which means that the two hypotheses of this research have been validated, which are audio-visual aids have an effective role in teaching and learning English and there is a significant effect of audio-visual aids in teaching English.

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