



A study on Audio-visual aids in English Language Teaching

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Abstract: *In the scenario of modern language teaching, a new dimension has been added in the traditional methods and techniques of teaching. With the development of technology, new creations and innovations are being brought up in language teaching. Today, many language teachers are using different types of audio-visual instruments to facilitate the teaching process. Along with text books, language teachers are likely to use related pictures, audio clips, videos, power point slides, posters etc. in teaching language in the class. The aim of this research study is to explore the merits that the language teachers as well as the learners get while using audio-visual aids or instruments in teaching English language. From the study it has been found that the use of audio-visual aids assists both the teacher and the learners in teaching and learning language skills. This research paper provides guidelines for the learner teachers on effective use of audio-visuals aids in language teaching. In this context, audiobooks present a unique opportunity to deal with the development of critical listening at advanced stages. Audiobooks have recently found a wide application in education from its elementary stage to adult learning.*

Keywords: *Language, Teaching, Audio-visual, English, Audio books.*

I. INTRODUCTION

Initial buildup over information and communication technologies in education when the main issue was to field-test a large quantity of emerging instruments is slowly turning into the issue of filtering those instruments according to their quality. English as a Second Language classroom among others requires development of special methodological aspect to ensure efficiency of advanced technologies. Unlike, reading, speaking and writing, which can be trained without technology, listening represents a unique challenge under the conditions of not being absorbed into authentic environment.

Language teachers are trying to bring new innovations in their teaching methods to make their language teaching effective and interesting. Teaching language is not an easy task and it needs to be interesting enough to remove the anxiety of the learners. For this reason, language teachers tend to take up different methods of teaching to teach language more effectively. With the rapid growth and availability of advanced technology, language teachers are integrating different technological aids along with the text books to teach language. Different electronic boards, overhead transparency, multimedia projector, computer, audio and video equipment are making the language teachers' task easier and dynamic.

Language teachers are using these audio-visual study materials to conduct their lectures and teach the target language to the learners making the class interesting. Though, the question is, does the use of audio-visual instruments in classroom ensure effective language teaching and learning? Is it always helpful for the language teachers and learners? The increasing use of audio-visual aids in language teaching has made the researchers inhabit on the issues and subsequently, on this research.

II. AIM OF THE STUDY

This research paper aims to focus on the issues as to how language class can be dynamic and effective with the use of audio video aids study materials. This research paper investigates how the language teachers, as well as learners, are benefitted from the audio-visual aids in language teaching and learning. Moreover it also gives a clear view of the reason of using audio-visual aids in language teaching and its merits from both teachers' and learners'.



III. AUDIO BOOKS IN EDUCATION

Normally audiobooks are viewed as derivatives from their printed versions and thus used in education as supplement to reading aimed at increasing literacy of the learner. Particularly, *Beers (1998)* examines the effect audiobooks produce on struggling young readers in L1, while *Woodall (2010)* studies the same process with L2 students. In both scenarios, the strategy proves the thesis formulated by *Jablonski (2011)* that ‘by employing creative instructional strategies, teachers can leverage the potential of MP3 audio format and ubiquity of audio players to develop literacy and skills that are reflective of ICT expectations in a twenty first century education’

IV. ADVANTAGES OF AUDIOBOOKS IN CRITICAL LISTENING

Audio books are beneficial in teaching reading. It contains another often neglected educational advantage that consists in their use as independent technological tool. The assumption of their potentially successful application in listening is based on the idea that, as put by *Shokoff (2004)*, audiobooks are discreet works, different fundamentally in form from the quieter printed page. But, until now there is no comprehensive research on audiobooks use in building critical listening.

1. **Authenticity:** Audiobooks provide authentic study material recorded for general audience without consideration for foreign speakers. Both in ESL and EAP, authenticity is cornerstone in building listening skills. *Benson (1989)* highlights that ‘authentic material should be one of the main inputs for the learner, an idea that remains the basis of much consequent thought about ESL listening’. *Ferris (1996)* also suggests that instructors strive for authenticity in their EAP activities, specifically that they give students opportunities to practice listening to real-life lectures by a variety of speakers.
2. **Eliminated medium factors:** Comprehension levels of written and oral speech changes according to medium factors (clausal basis of speech, reduced forms, ungrammatical forms, pausing and speech errors, delivery rate, rhythm and stress) which appear within oral discourse. While these factors pose potential issues to ESL students, audiobooks eliminate those difficulties since script-based material lacks oral speech impulsiveness.
3. **Transparent structure:** Written versions of audiobooks (depending on genre) typically contain certain elements of academic reading, namely, explicit main ideas and accurately designed supporting details. Such structural transparency facilitates comprehension which allows moving to further cognitive levels represented by critical thinking.
4. **Case Study:** Methodology of using audiobooks in Advanced ESL classroom was developed at National Research University Higher School of Economics. The research divided into three main stages: first, selection of material and development of scaffolding exercises; then, classroom-based implementation; finally, data collection and analysis. The research question was posed as follows: can the use of audiobooks contribute to development of critical listening in ESL classroom?

V. PROBLEMS IN USING AUDIO-VISUAL AIDS IN CLASSROOM

Though, all the students agreed that audio-visual aids provide their language learning, most of students sometimes face some difficulties when their teachers use different audio visual aids in the classroom. The common problem face by the student is the occasional lack of clarity of the sound of the audio-visual study materials. Consequently, the students face problems to get the meaning. Also, most of the study materials are prepared by the native speakers; it is sometimes challenging for them to grab their pronunciation. The teacher needs to play the audio again and again until students get it. There are also technical problems which create unexpected difficulties. Hence, the students came with both the merits and demerits of using audio visual aids in language classrooms.

VI. MAJOR ADVANTAGES OF USING AUDIO-VISUAL AIDS IN CLASSROOM

1. Assist in Language Learning:

Audio-visual aids help students to learn language in diversified ways. Students came with innovative ideas. Audio clip helps students to learn the correct pronunciation because the speakers of the conversations are mostly the native speakers. Besides, audio clips help them to know several range of accent of English language. Also, they can know different styles of speaking and the supporting non-verbal expressions watching the videos of English speakers.



2. It Facilitates Speaking:

Various audio-visual aids play important roles in facilitating their speaking skills. Visual aids like pictures, posters and video clips work as prompts for students to generate innovative ideas.

3. Advance Listening Skill:

Audio-visual aids help student directly in the development of their listening skills. There are no other alternatives of listening English listening materials to develop their listening skills. By listening to different audio clips in English, they can understand the native accent which enhances their listening power.

4. It Motivates in Reading:

Various types of visuals study aids motivate students in reading in varied ways. If there are colorful pictures in any reading material, readers become attracted to them.

Audio visual aids in facilitating writing:

Audio-visual aids facilitate students in their writing. Visual materials helped the students to gather ideas for writings.

5. It makes class interesting:

Audio-visual materials make the class interesting and enjoyable. Only the lecture-based class becomes monotonous for the students. However, different types of interesting videos can take away the monotony of the students.

VII. CONCLUSION

Both teachers and students are benefited by the use of audio-visual aids materials. With the help of audio visual aids in the classroom, teachers can teach languages making the class interesting and enjoyable. Various types of visuals bring variation in the classroom teaching which are helpful to draw the attention of the students toward the lessons. For example, if the language teachers use different pictures, images, videos etc. related to the lesson of the class, the classes become lively as well as learners get some schemata of the topic. It is always good to have something visuals in front of the students so that they can understand the lesson well and in effective manner. *Harmer (2001)* has mentioned that use of pictures in the class makes the lessons appealing. He also mentioned that the recent textbooks and the design of the newspapers which are intentionally designed in ways for grabbing readers' interest. The use of audio visual aids creates an opportunity for a good class discussion which is very important for language learning. The use of the audio-visual aids provides the learners an opportunity to have fundamental knowledge of any subject or related topic which is necessary for the learners in language learning.

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