AUDIO VISUAL AND OTHER AIDS TO LANGUAGE TEACHING

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ABSTRACT

In the present era of language instruction, old approaches and strategies have gained a new dimension. New improvements in language instruction are being introduced as technology advances. Language teachers nowadays use a variety of audio-visual resources to help in the teaching process. Language teachers are likely to employ relevant photos, audio snippets, films, power point presentations, posters, and other materials in language courses in addition to text books. The goal of this study is to look into the advantages that audio-visual aids provide for both language teachers and students when teaching English. The data for this study was collected using a qualitative technique. The use of audio-visual aids has been demonstrated to benefit both the instructor and the students in the teaching and learning of language skills. Improving Speaking Skills with Audio Visual Aids discusses how the teaching profession offers a plethora of chances to enhance students' academic life. While some concepts are simple for pupils to comprehend, others may need creative thinking in order to meet crucial learning objectives. Using audio-visual aids in the classroom is one way to improve lesson design and provide students additional opportunity to integrate topic information. Because the majority of people learn visually, it's vital to teach children in ways that go beyond "spoken words." This will also let teachers assess each student's overall understanding of the learning objectives. This test looks at the challenges that fifth-graders face on a regular basis. Because more emphasis is placed on English reading and writing abilities, the majority of pupils are observed to be quiet, shy, or fearful of making a mistake. It also emphasises instructors' own self-developed ways for assisting pupils in increasing their correctness and fluency. This will be accomplished through the use of audio visual aids, which will be used to give systematic teachings in the classrooms. The primary goal of this study is to identify the issues that students face, as well as to propose a method for improving speaking abilities through the use of audio-visual aids in the classroom. This research will provide innovative methods for improving students' speaking abilities, which will be beneficial to both second language learners and instructors.

Key words: Teaching, Language, Audio visual Aids, Communicative language

I.INTRODUCTION

Until the instructor knows the link between audio visual elements and the teaching learning experience, audio visual material must be seen in relation to teaching as a whole and the learning experience as a whole.

Generated, disseminated, and utilised as planned components of instructional programmes, audiovisual resources are produced, distributed, and used. It aids the learning process, which includes motivation, categorization, and stimulation. Multisensory materials that encourage and stimulate the individual are referred to as audiovisual aids. It gives a more solid, realistic, and clear picture of the dynamic learning process. It improves thinking and reasoning significantly.

Audio visual aids are sensitive instruments that are utilised in both teaching and learning. These are well designed instructional tools that appeal to people's senses and facilitate learning for a clear comprehension.

II.SIGNIFICANCE OF THE STUDY

Despite the fact that the use of audio-visual aids in language education has become fashionable, many language teachers may be unaware of their usefulness. However, this article will provide language teachers with information on how to use audio-visual aids to help learners improve their language abilities. The study's findings are likely to assist language teachers in better understanding the efficiency of employing audio-visual aids in the classroom. As a consequence, this research will serve as a future guideline for English language teachers.

Scope and Definition

The use of audio-visual aids in the teaching of various language skills is becoming increasingly common among language teachers these days. Audio-visual aids are thought to assist instructors in making the classroom more engaging and entertaining. Students are believed to like language classes when professors employ various audio-visual resources because it inspires them to pay more attention in class and allows them to connect their learning to their everyday lives. As a consequence, it appears that using audio-visual aids benefits both teachers and students. This study shows how audio-visual aids assist language teachers and students, which audio-visuals best support certain language talents, and how audio-visual aids make classes more vibrant, among other things. This research makes significant use of the terms audio materials and visual aids. Audio resources in this context relate to texts that can be heard and are captured on tape or CD. Audio materials for language classrooms might be any recorded dialogue, speech, song, or music. Visuals, on the other hand, are items that can be viewed, such as photos, posters, graphics, films, charts, and flash cards.

Classification of Audio visual Aids
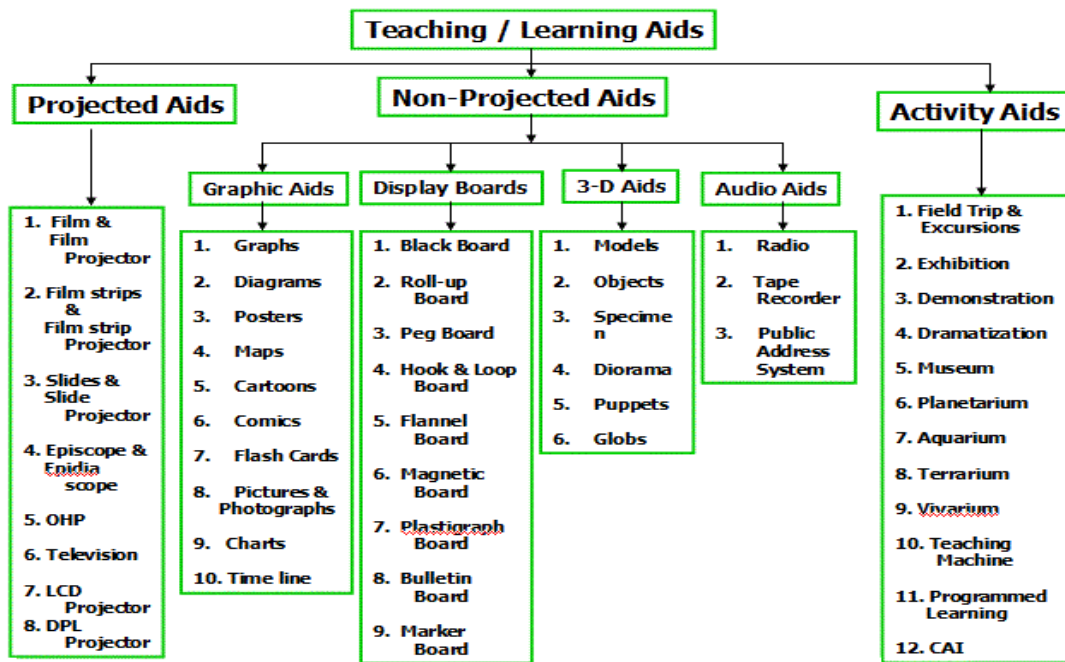
1. **Audio aids:** Audio aids are educational devices that solely allow you to hear the message.

Tape recorder, radio, and telephone are among examples.

2. **Visual aids:** Visual aids are instructional devices that aid in the visualisation of a message.

a. Presentations, overhead projector, and power point slides are examples of projected visual aids.

b. Posters, charts, graphs, models, specimens, chalkboards, pictures, and photographs are examples of non-projected visual aids.

c. Display type: Visuals are images that are projected in front of an audience for them to see and understand.

Examples; Poster, models, exhibits and specimens

d. Presentation type: Visuals are displayed or projected in front of an audience for seeing while simultaneously explaining or conveying the visuals' message. In order for the message to be understood in a meaningful way. A few examples are slides, overhead projectors, charts, and power point slides.

3. **Audio visual aids:** Audio aids are instructional equipment that allow you to simultaneously hear and view the curriculum.

a. Projected Audio visual aids: examples; Video and cinema

b. Non project Audio visual aids: examples; Drama, Puppet show and street play

Advantages of audio visual aids :

• When teaching English, audio visual aids help to reduce unnecessary, empty, and hollow verbalization

. • They make the subject matter more understandable.

• They kindle curiosity in learning new things.

• They make class room environment lively and strength students' memory by evoking all his senses.

• They help to grab the attention of students in an easy manner.

• Audio visual aids pave the path to introduce new methods to students which stimulate learners' mind to create innovative methods.

• They help us communicate the information to the large number of audience at one stage.

Benefits of Using Visual Aids in Teaching Literature

Using visual aids in literary instruction has a variety of advantages. These advantages are critical in sustaining a high level of reading enthusiasm among pupils. For starters, incorporating visual aids in literary classes increases student engagement with the texts. Students are more likely to read texts with interest when visual aids such as photos, films, and projectors are used, making it simpler for them to comprehend abstract ideas in Recent Advances in Educational Technologies. This demonstrates how visual aids may be utilised as'vehicles' to enrich and enhance the act of reading. Similarly, research on the use of multimedia apps for language teaching and studying literature has found that including visual aids into the classroom allows students and literary works to communicate authentically. As a result, it allows pupils to focus entirely on the texts, resulting in greater comprehension of the plot and text flow. Second, pupils will be more enthusiastic in studying literature. Despite their favourable attitude toward the incorporation of literature in the English syllabus, students have little interest in learning literature because of the problems they find in literary texts. The relevance of audiovisual and other visual aids in improving students' enthusiasm in learning literature has been studied. The usage of voice clips in teaching poetry, for example, is critical because it may assist students better comprehend the content and message of the poems. Aside from that, using web-based multimedia to teach literature with animation of words and images boosts students' interest in studying and reading literary texts. Finally, using

visual aids in literature classes increases students' comprehension of literary topics. For ESL students, learning literature in English is a difficult task. Learners frequently struggle to comprehend the literary principles of the texts. To assist students grasp the literary concepts presented in the texts, visual aids such as graphics, drawings, photographs, audio, and video can be employed as a useful tool. Students' knowledge of the texts can be triggered and stimulated by the visual aids' qualities such as sound, light, and colour. Furthermore, learning literature through cinema reduces the disadvantage faced by weak readers. The utilisation of films was discovered to assist pupils in visualising the literary theory and cultural characteristics included in the texts.

III.CONCLUSIONS

The review is beneficial not only to English instructors in the classroom, but also to lecturers in related fields, particularly those who educate trainee teachers and students of English literary courses in teacher training colleges, universities, and other educational institutions. This review may serve as a reference for teachers when using visual aids in the classroom, as they want their students to completely concentrate on the lesson by understanding the expectations and demands in literary instruction. Teachers who know how to capture students' attention may create a welcoming and engaging learning environment for their pupils. This would encourage students to read what they learn in order to better their own knowledge of the subject, rather than only listening and writing what the teachers said, said, and gave in the classroom. Furthermore, including visual aids into the teaching of literature takes less time. As a consequence, instructors will have more time to plan fun classroom activities and run a successful teaching and learning process.

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