

ROLE OF AUDIO VISUAL AIDS IN ENGLISH LANGUAGE TEACHING: CASE STUDY OF UNIVERSITY OF SINDH

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ABSTRACT

The role of audio visual aids in teaching learning is pivotal at all levels. It makes study and work in and out of classroom very pleasurable, pleasant and easy for learners. It encourages learners to develop their confidence and self reliance. Audio visual aids enhance the power of recall and retention among them. This study used quantitative approach to discuss the role of audio visual aids in English language teaching. Further, through questionnaires, English language teachers in the University were requested to respond the questionnaire on the Likert scale.

INTRODUCTION

With English becoming lingua franca of the world, teaching of English language needs to be more and more effective. It became an important area in educative programs and promises to be a helpful tool for this generation. In spite of taking English as a second language, teaching and learning English has faced changes in methodologies as well as in techniques, with the advances of technology.

Besides, it is necessary to introduce in the classroom not only blackboard as visual resource, but also other audio visual resources to obtain the efficient development of the basic linguistic macro-abilities of the English Language. In this regard, proper use of Audio-visual Aids can be highly effective. Audio-visual aids with their multiple benefits make English language teaching process more colorful, interesting, engaging and result-oriented.

POPULATION AND SAMPLE

The teachers of Institute of English Language and Literature, University of Sindh Jamshoro were selected as universe. The questionnaire was administered to those teachers who teach English language to the second language learners in University of

Sindh. The number of those language teachers is 20. They were requested to fill the questionnaire composed of 20 items having Likert scale.

OBJECTIVES

- To identify the role of audio-visual aids in English language teaching,
- To investigate the audio visual aids use for the teaching of English language by teachers in the University of Sindh,
- To analyze the development and importance of teaching-learning through audio visual aids.

METHODOLOGY

The researcher has selected the quantitative method to analyze the data. The data which is collected through questionnaire is described quantitatively in the tabular form.

LITERATURE REVIEW

According to Dale (1969), "all materials used in classroom or in other teaching situation to facilitate the understanding of the written or spoken words are audio-visual aids." Sharma and Vohra (1993) in Encyclopedia of educational technology have described audio-visual aids as useful devices which can make the process of teaching more effective. According to them, "All those experiences and devices used in teaching situation which imply the use of sight/sound are audio-visual aids." They further say that audio-visual aids are but tools in the hands of the teacher which assist him in molding and shaping human mind (*Ibid*). Audio-visual aids include all the means, techniques, instruments, in short everything which may help the teacher in catching the eyes and ears of his pupils and enable him to do his job more effectively.

Audio-visual aids are used to increase the effectiveness of classroom teaching-learning process (Joshi, 1995). Three reports by George; Sheth; and Sonar (all cited in Vissa, 1994) reported that the use of audio-visual aids enhances learning. From the survey of Bharadwaj (cited in Vissa, 1994), it was clear that the availability of teaching aids is a pre-requisite for their use in teaching. In a study by Vissa (1994), it was found that the use of visual aids helped better teaching; and a variety of teaching aids brought about

stimulus variation that is essential to sustain students' attention. Audio-visual aids appeal human senses. As a matter of fact, everything passing to brain through senses (especially through eyes and ears) becomes the best and largest part of human learning. It is a proven fact that visual perception contributes 90% to all human learning; 8% hearing and 2% learning comes through other senses (Aspasia Panourgia, 2003). Therefore, Audio-visual aids if used properly can help impart knowledge and skills of language effectively to English language learners. The audio visual aids are claimed to ignite higher degree of focus and attention rather than common group listening process. These aids build the self-confidence of learner in his/her capability to improve the language skills. Many visual aids support and reassure very favorable listening environment for the learner of English. The color, light and movement of visual aids induce intrinsic motivation and draw attention of the learner. The effective use of these devices develops the interests of the learner. Spache (1962) suggests the following general principles for the selection of audio visual materials:

- 1- Aesthetically appealing
- 2- Conceptually accurate
- 3- Realistic and concrete
- 4- Appropriate to need, interests and specific topic
- 5- Concise
- 6- Functional
- 7- Well constructed
- 8- Simple to use and to store
- 9- Of proper size and volume to meet the needs of the group
- 10- Up-to-date

George Borglum and J.J McPherson (1959), while discussing the language learning dimensions of audio-visual, say:

"By sensory audio-visual techniques make possible what is in fact a three dimensional experience. The first dimension is that of literal meaning which enables teacher and students to by-pass their own language and keep the thinking process in the groove of the target language. The second dimension is that of cultural significance. The object, action, or concept which the picture is intended to illustrate is situated in its appropriate milieu, surrounded by the complexity of detail which comprises an environment. The third is psychological – the inescapable urge of

the viewer to identify himself with what he sees of which the result is a emotional concern. Sound symbol, scene and emotional concern get inextricably associated in a meaningful experience."

Under visual aids the text accompanied with pictures is more emphatic than reading the text alone because it does not only supplement but also clarifies the text. Pictures are valuable and motivational in order to accelerate discussion and vocabulary growth. The blackboard, chart and poster are very useful activities in story telling with both words and pictures. Through filmstrips and slides the teacher may pace the presentation of material according to the needs and interests of his/her learners.

Apart from this the use of television may be as much effective as conventional classroom methods. It helps learners to retain factual information for longer time period. The use of radio is also effective channel to promote supplementary listening and to uplift auditory performances in classroom. Consequently, the use of these audio visual aids may be more appealing, interesting and effective in order to activate learner in teaching learning process. Theodore Huebener (1960) is of the same opinion when he says, "the use of audio-visual materials and methods increases the effectiveness of learning by helping the pupil to assimilate ideas in a more meaningful and interesting manner. Through the appeal to eye and ear they provide for a systematic improvement of knowledge and skills, as well as a favorable influence on attitudes and appreciations."

Shankaraiah (2010) presents following "ABC" principles to be considered in preparation of audio-visual aids:

- a) A : Attractiveness
- b) B : Brevity
- c) C : Clarity

It is considered that the average learner spends more than 45 percent of his/her working day by listening compared with 16 per cent in reading. Mariam E. Wilt remarked that elementary learners are expected to listen to an average of two and half hours daily or 57.5 per cent of their class time. Listening is an effective way for many learners to obtain required information. Learners commonly learn more through listening and remember better than they do through reading. The average listener actually retains not more

than 25 to 50 per cent of the main ideas of the talk he/she listens. Some listeners do not recognize the general topic of the speech. The decrease in retaining power in listening may be due to the increasing difficulty of the texts/materials designed for teaching learning process. Thus complex texts/materials and listening comprehensions are disproportioned. The lack of training may also be decreased in listening output of learners. Several studies show direct proportion between listening and reading. Listening also contributes to the development of both speaking and hearing vocabularies. It is evident in the case of children, who learn to talk through listening to the speech of their parents or family members. Training in listening should be initiated at the early primary level in the teaching learning process. The following listening activities should be emphasized by the teacher in his/her teaching learning process.

- 1- The identification and discrimination of common sounds
- 2- Action games
- 3- Identifying the voices of classmates
- 4- Recognizing rhyming sounds in poetry and jingles
- 5- Instructions and directions etc.

The learners should be encouraged to critical listening by comparing two versions of the same incident. They should be trained to evaluate the final version of a story which is retold from one learner to another learner repeatedly. The teaching learning process in listening should be widened from simple to more complex activities such as: listening for main ideas, distinguishing main points from details, group discussions, detecting context clues and choral speaking. The teachers should plan and prepare texts/materials that consist of the following four factors:

- 1- Preparation of the group for the new vocabulary and concepts,
- 2- Planning of a specific purpose,
- 3- Listening experience,
- 4- Evaluation and application of the presentation and content.

Shankaraih (2010) presents another view regarding the classification of a/v aids. He believes that a/v aids can be classified in terms of their 'EVOLUTION' such as:

- i) **First Generation Media:** Handmade charts, graphs, exhibits, models, handwriting materials

- ii) **Second Generation Media:** Printed/illustrated texts, Printed graphs, workloads etc.
- iii) **Third Generation Media:** Photographs, filled strips, films recordings, radio, tele-lecture etc.
- iv) **Fourth Generation Media:** T.V Program instructions, language laboratories, electronic digital computers.

Further, Shankaraiah (2010) quotes following writer and their classification of a/v aids:

According to Kumar (1995: cited in Shankaraiah, 2010)

- Projected Materials.
- OHP, Slides, Films.
- Non-Projected materials.
- Books, Posters, Charts, Leaflets.
- Electronic Materials
- Computers, Interactive Video.

According to K.R. Ganapathy:

- **Audio:** Human voice (talk, lecture, speech, discussion, interviews, drama)
- **Visual:** Media for writing: Chalk and Marker boards, projected and non-projected.
- **Audio-visual Media:** Cinema, Motion pictures, T.V, Record exhibition.

According to Dale (1969): Words, number, charts, graphs, Radio, recording Posters, Flat picture Flash cards, Flannel boards Filmstrips, Film slide exhibition, field stripes, Demonstration models and objects.

On the whole, if all the above mentioned classification audio visual aids are summed up, we can draw two principal types of A/V aids.

DATA ANALYSIS

S. No.	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
01	I think audio-visual aids should be used in language classes.	14	4	0	2	0

02	I believe audio-visual aids are effective in the process of language teaching.	12	6	0	2	0
03	When I teach English language through audio-video aids, students seem more engaged and motivated to learn.	12	4	0	2	2
04	When I assess a lesson taught with the help of audio-video aids, the learning output is much higher than that of lesson taught without them.	14	2	2	2	0
05	When I teach speaking by playing video or any audio-visual aid, learning output is measurably higher.	10	6	0	4	0
06	For teaching vocabulary, I find the use of pictures to be of great help.	12	4	2	2	0
07	For teaching listening skill, I preferably play audio tapes or other recorded material.	14	4	0	2	0
08	For creative writing, real world physical objects should be brought in the class for students' observation.	10	4	4	2	0
09	Audio- visuals are only waste of time with no considerable impact on language learning.	0	2	0	10	8
10	Language teaching becomes more interesting and result-oriented with the use of audio-visual aids.	10	4	4	2	0
11	When applied into language teaching, I find the maxim 'a picture is worth a thousand words' to be true.	12	6	0	2	0

12	I have experienced that retention of taught material in students' mind greatly increases when lessons are taught through audio-visual aids.	12	4	2	2	0
13	I feel my teaching efficiency gets much better with the help of audio-visual aids.	14	4	0	2	0
14	When English is taught through audio-visual aids, students rectify their language errors faster.	12	4	0	4	0
15	I dislike using Audio visual aids in teaching language.	2	6	0	4	8
16	Teaching with audio-visual aids offers real advantages over traditional methods of language instruction.	10	4	2	2	2
17	I avoid using any extra teaching aids (except boards) in language teaching because using audio-visual aids is very time-consuming.	2	6	2	2	8
18	I don't have enough administrative support to use audio-visual aids in language teaching.	10	4	0	4	2
19	My students have different learning styles, so I am afraid if I use teaching aids, they may not fit to some students' learning styles.	6	6	0	4	4
20	Audio-visual aids should be used in a structured and pedagogical manner, so that students feel they can gain some knowledge through an activity.	6	14	0	0	0

The first question to the English language teachers was to get their general opinion whether they consent the use of Audio-Visual Aids. Responding to it, 90% of teachers replied positively. However, 10% were against the use of ELT. Thus, at the very outset of the research, it is determined that generally English language teachers recommend the use Audio-Visual Aids.

Moreover, the second questions asked specifically if teachers experienced the over-all effectiveness of the use of Audio-Visual Aids. Here, 60% of them strongly agreed, 30% agreed. However, only 10% of them disagreed.

The third question was meant to know teachers' observation regarding the effect of Audio-Visual Aids in ELT. Responding in this question, once again 60% of them strongly agreed, with 20% showing agreement. On the other hand, only 20% disagreed. This observation counts a lot as it is given by the experienced English language teachers.

The fourth questions relates to the effectiveness of Audio-Visual Aids to the assessment of taught material. 80% of teachers found that assessment performance of the students having lessons with Audio-Visual Aids is much better than the ones having lessons without it.

In fifth question, the effectiveness of Audio-Visual Aids during speaking skill was asked. Responding to this question, 80% teachers agreed, 20% disagreed.

Question number six related to the usefulness of pictures in vocabulary teaching especially at the early stage. 80% agreed and 10% disagreed.

Question number seven was to determine the effectiveness of Audio-Visual Aids regarding listening skills. 90% teachers accepted the usefulness of Audio-Visual Aids. However, 10% disagreed and 2% were uncertain.

Question number eight discussed the importance of realia in improving creature writing among English students. 70% agreed and 10% disagreed.

Question number nine was a tricky question. It negates the importance of Audio-Visual Aids. As a matter of fact, 10% agreed and 90% disagreed.

Questions 10, 11, 12, 13 and 14 were meant to know the over-all effectiveness and advantages of Audio-Visual Aids in

English language teaching. The general ratio of agreement in these questions is nearly 80% to 90% respectively.

CONCLUSION

The several research studies carried out in the context of role of audio visual aids in teaching learning process in various situations and at various levels show that these are useful aids in and out of classroom situations. It provides a variety to learners to observe and comprehend the text/material from various perspectives. It makes study as a play rather work. It makes learners independent, motivating and enthusiastic in academic performance. The use of audio visual aids enhance the power of recall and retention among learners. Participation, involvement, motivation and interest of learners are key facets of audio visual aids in teaching learning process. Consequently, it is considered that the role and use of audio visual should be emphasized, included and practiced in teaching learning process for academic achievement and better understanding.

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