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## English Language and Literature Adapts Different Aids in Teaching: A Study

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The aim of this paper is to focus on the effectiveness of the audio visual aids in the language classrooms. It also discusses about the advantages of the audio-video aids. It gives a perfect analysis on the reason of implementing this approach in language teaching as well as the benefits that the learners receive through this method. Thus, the mere purpose of this paper is to prove that the audio-visual aids can change the language class even more effective.

In the present time, people started learning a language through various methods. Many innovative approaches are introduced in the field of ELT. In early ages, students used to learn a language by reading texts and learning grammar, but now-a-days the trend of learning a foreign language has changed. A certain students learn the language for communicative purpose. Apart from their mother tongue they need a common language to communicate with different kinds of people. The development in technology and growth of IT sector plays a prominent role in learning the language for their career need. But even today many of the learners are scared of learning a new language. Both teaching and learning a language are considered to be a tough task. So, it is the duty of the teachers to make the language class more interesting and effective. Thus, facilitators of language implement many innovative methods in language teaching to make the teaching even more effective. In olden days, the only way of learning is through textbooks (i.e.) reading and writing. But in the modern days with the help of developed technology, teachers start to make use of many additional aids in language teaching.

Now list of methods discussed in the below:

The direct method is one of the significant methods in ELT domain. This method does not encourage the use of L1 in the language classroom. It only focuses on the target language even though learners do not understand anything. Therefore in this circumstance, facilitators can make use of visual aids to make them understand. Consequently teachers can use posters, maps and pictures in the classrooms, so that students can understand the subject matter in a very clear manner. Hence for the teachers, there is no need of using L1 to explain something to the learners. (Freeman, 2000, pp. 25-28)

The Silent Way is another method in the field of language teaching, introduced by Caleb Gattegno. In this method teachers should to facilitate only in a silent manner. This approach completely focuses on the beginners and teaches them the aural and oral activities. The facilitators use the visual aids to teach the language. They use visual materials like

colored charts and colored rods to explain the meaning and sound in the target language. Each color carries its own sound; whenever the teachers pick up a rod the students are requested to utter the respective sound. (Richards & Rodgers, 1986, pp. 83) Thus, learners will learn the sounds of the target language through colors. In the words of Gattegno, the learner needs to return to the state of mind that characterizes a baby's learning – surrender. (Scott and Page, 1982, pp 273)

Georgia Lozanov a Bulgerian psychiatrist cum educator invested Suggestopedia in language teaching. This method immensely concentrates on audio aids in the classroom. The most conspicuous characteristics of Suggestopedia are the decoration, furniture, and arrangement of the classroom, the use music and authoritative behavior of the teacher. (Richard & Rodgers, 1986, pp. 100). There is no sector of public life where suggestology would not be useful. (Lozanov, 1978, pp. 2). In the Suggestopedia method, the atmosphere of the classroom is very different from other kinds. The learners will enjoy the innovative method of learning the language. The main aim of this approach is to wipe out the basic fear of the learners, where the learners enjoy the easiness of learning a foreign language. On the other hand, to make the students even more interesting pleasant music is used in the classroom.

The challenge for the teacher is to create a classroom environment which is bright and cheerful. This was accomplished in the classroom we visited where the walls were decorated with the scenes from the country where the target language is spoken. These conditions are not always possible. However, the teacher tries to provide an environment as possible. (Freeman, 2000, pp. 84).

The Communicative Language Teaching introduced in 1960s. This approach sees the language from a communicative perspective. This method gives importance to text based activities but it is to be noted that this method carries three ways of teaching a language. The first is text-based way, the other is task-based method and the last is realia. The third method Realia completely based on visual aids such as signs, magazines, advertisements, and newspapers or graphic and visual sources around which communicative activities can be built, such as maps, pictures, symbols, graphs, and charts. (Richards & Rodgers, 1986, pp. 170)

The audio-visuals aids interest the students in learning the language. Nowadays teachers can make use of the internet facilities to make their job easier. Students will learn the language enthusiastically with use of the videos. Thus this will make the class more efficient and effective. As Tomasello points out that, "Video offers language learners opportunities to see the dynamics of communication, and because such materials are widely available, it may offer a better and feasible option for listening comprehension." (as cited in Long & Doughty, 2009). There may be some disadvantages in implementing the audio-visual method. The materials should be in an appropriate manner, because it matter a lot in the process of teaching. In some case an improper materials may mislead the learners as well as the teachers. Cakir states that, the major disadvantages are cost, inconvenience, maintenance and fear of technology. Another important aspect is a teacher should be well equipped in handling the audio-visual aids. (Cakir, 2006, pp. 68).

The teachers can come across with a different experience in teaching a language through audio-visual methods. Many languages classes may move in a monotype method because the learners may not participate in the conversation. The reason for this is, the fear holds back the student in involving themselves in interaction. Hence this audio-visual approach remove the entire anxiety of them and make them ease and comfortable. Consequently, the language class will become more interactive than ever before. So teachers can also make the students to speak actively in the language class. The audio-visual materials also help the students in improving their creativity.

Another important aspect of this method is, it will improve the pronunciation process. Through the language lab and listening to the native speakers, the students can develop their pronunciation. Thus, this approach helps the facilitators as well as the learners in teaching and learning the language.

### **Conclusion:**

The main objective of this paper is to investigate the use and advantage of audio-visual aids in language classrooms. By the above given study, it has been proved that the language teaching and learning become innovative. This has been successful for both the teachers and the learners. It helps the students to get rid of their fear of learning a foreign language. Hence it makes the classroom lively and interactive. Through the audio aids learners can very well improve their vocabulary with its apt pronunciation. Thus, if the facilitators make use of the aids in an effective manner it will immensely help the learners to develop their communicative language skill.

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