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Թեմա՝ AUDIO-VISUAL MATERIALS FOR TEACHING SPEAKING

Մասնագիտություն՝ անգլերեն

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CONTENTS

INTRODUCTION.....	3
CHAPTER 1. THE SIGNIFICANCE OF AUDIO-VISUAL AIDS IN TEACHING SPEAKING.....	4
CHAPTER 2. SELECTION OF AUDIO-VISUAL AIDS.....	10
CONCLUSION.....	18
REFERENCES.....	19

INTRODUCTION

There are four main skills in English language namely listening, speaking, reading and writing respectively. Speaking skills is considered the most essential skills as it helps the learners to communicate with others effectively. Some of the factors that contributing to the low level of speaking skills are lack of exposure, low confidence level, and high level of anxiety towards English Language. Thus, these issues should be addressed in order to enhance ESL learners' speaking skills. In this 21st-century learning and teaching, various strategies involving ICT have been invented by teachers to improve speaking skills among ESL learners. One of the strategies is the use of audio-visual materials to enhance speaking skills. An audio-visual material is a technology-based strategy that has gotten many positive results from the ESL learners. Therefore, it is believed that this strategy would develop speaking skills among ESL learners.

The aim of this paper is to find out reasons for using audio-visual materials to enhance speaking skills.

The main objectives of the current study are:

1. to analyze various strategies involving ICT,
2. to introduce the significance of audio-visual aids in teaching speaking,
3. to evaluate the selection of audio-visual aids introducing the advantages and disadvantages.

The aim and objectives of the research predetermine its structure. It comprises introduction, chapter 1, chapter 2 and conclusion.

Chapter 1. "THE SIGNIFICANCE OF AUDIO-VISUAL AIDS IN TEACHING SPEAKING" presents the significance of audio-visual aids in teaching speaking.

Chapter 2. "SELECTION OF AUDIO-VIASUAL AIDS" mainly identifies the selection of audio-visual aids, its advantages and disadvantages.

References present the used sources.

CHAPTER 1

THE SIGNIFICANCE OF AUDIO-VISUAL AIDS IN TEACHING SPEAKING

Speaking is a fundamental skill that needed to be acquired by language learners. It is very crucial for communicating. Without it, it is very tough to survive in the world that full of evolving technologies in which English is considered as the primary language to communicate. According to Chaney & Burk (1998), speaking is “the process of building and sharing meaning in a variety of contexts using verbal and nonverbal signs”. Whereas, Burns & Joyce (1997) have said that speaking is an interactive process of building meaning that includes constructing and receiving and processing information.

O'Malley & Chamot (1990: pp. 66-67) define speaking as an example of a dynamic cognitive capacity that can be distinguished into many hierarchal sub-skills, some of which might need controlled processing while others just automated processing. According to Ur (1996), speaking is the most vital skill among four skills which are listening, speaking, reading, and writing as a person who recognizes a language is called to as “speaker of that language”.

All in all, speaking skills is essential in expressing our thoughts, opinions, feelings and messages to each other. Most ESL learners are not good in speaking due to little exposure to the language, especially outside the classroom (Musa, Koo, & Azman, 2012). Speaking skills have always been a skill that unnoticed by teachers because of the difficulty in teaching it.

People tend to forget that we are living at a time when the capability to speak English effortlessly has become an essential, particularly those who want to advance in certain areas of human endeavor (Al-Sibai, 2004). However, equal importance has started to give to speaking skills same as other skills after the implementation of a new curriculum, which is Common European Framework of Reference (CEFR) since the year 2017.

Therefore, a suitable approach and teaching technique must be applied to improve the skill as Shaimaa (2006) stressed that speaking ability remains a far-fetched target or an undefined subject believed to be impossible to achieve by pupils like other skills.

Audio-visual materials are one of the teaching and learning tools which have been used by teachers to create a technology-based classroom. It helps both teacher and students in their everyday teaching and learning process.

According to Anderson (1994), audio visual is a series of video media electronic images accompanied by audio elements. Video material has many advantages because the innovative features that can be used to make instruction more appealing to learners (Keller & Suzuki, 2004) and also it “can bring the real world into the classroom” (Cakir, 2006, p. 2). Richards and Renandya (2002) state that a video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language.

Meanwhile, Harmer (2001, p. 282) reveals the reasons why teachers like to use video material to engage students, those are: “seeing language in use” where students could both listen and watch the scene from video; “cross-cultural awareness” which means that students will be aware of the culture of the target language that might totally differ with students’ culture; “the power of creation” means students will find enjoyable when they are directed to create their own video.

This could provoke their creativity in using audio visual; it can be a source of “motivation” for students using video for learning a target language. Evidently, audio visual is not novel in language teaching. Sometimes, using video in teaching can be monotone if teachers do not know how to maximize the function of using video.

To make the video material more effective, some strategies need to be applied. Cakir (2006) presents techniques to use video to engage student. They are: freeze framing and prediction which means during the video played, teacher will press the pause button for two to three times, then students will make prediction what will happen next. Silent viewing which refers to playing the video but turning off the sound to arouse students’ curiosity. Sound on

and vision off means the teacher plays audio without visual. Students will guess or play what happen

on the movie. Repetition and role-play where teachers will have student to repeat the play using a role paly. Reproduction activity refers to retelling what has happened to the video after watching session. Dubbing activity means students need to dub the scene from the movie.

Mayer (2001) defines multimedia as the combination of various digital media types, such as text, image, sound, and video, into an integrated multi-sensory interactive application or presentation to convey a message or information to an audience.

He also describes potential benefits of multimedia that humans possess visual and auditory information processing capabilities. Ivers and Baron (2002) state that multimedia allows the understanding of a topic to be conveyed in a variety of ways and provides students with opportunities to explain their ideas to others.

It also provides students with a medium for communication and offers them new insights into organizing and evaluating information. Besides, multimedia has the potential to change the roles of teachers and students and the interactions between them by allowing students to create their own interpretations of information. Reddy (2008:26) states that “audio visual education consists of the uses of interactional devices such as film projectors, radio, television, charts, posters, models, field trips etc.”

According to Madhuri (2013), audio-visual material tools for students can improve speaking skills several times over, more than other methods. audio-visual material can be defined as stimulating materials and devices which aid sound and sight in teaching to facilitate learning by students by activating more than one sensory channel.

Bavaro (1989), as cited in Mutar (2009), states that audio-visual material are important in learning technical EFL because they can stimulate learners and encourage them to learn a foreign language. Technical audio-visual material can communicate facts and ideas through the eyes and ears to the mind and to the emotions.

Technical audio-visual material include computers, videos, overhead projectors, instruments and tools of industrialization (Bavaro, 1989). Reddy (2008:27-28) states that there are twelve advantages of audio visual aids:

- (1) the student becomes more active due to the involvement of more than one sense organ,
- (2) it allows more freedom to students,
- (3) the student's attention becomes intensive,
- (4) it provides students with opportunities to handle and manipulate certain things and articles,
- (5) students can be more motivated,
- (6) it provides first hand experiences where students can view a demonstration and get direct experience,
- (7) it is relatively easy to understand,
- (8) it reduces meaningless use of words and phrases and contributes towards the clearness of the participation and accuracy in learning,
- (9) it can provide opportunities to include scientific attitudes and to give training in scientific methods,
- (10) it can stimulate students to ask more questions and lead them to make further investigations,
- (11) teaching is more effective and learning is easier,
- (12) audio-visual material can help the teacher to teach lessons more effectively and also to create more interest from students.

Based on the description above the writer concludes that audio-visual material is powerful tool that help students in learning foreign language. Students will get the freedom in learning and they have different opportunities and experiences that motivated them. The teacher also can be creative in teaching learning process. Audio-visual material in Teaching Speaking Edgar Dale

(1946) in Hasebrook (1998) states that iconic information, such as photographs, movies, or demonstrations, are much more intelligible.

Cakir (2006) adds that in recent years, the use of video in English classes has grown rapidly as a result of the increasing emphasis on communicative techniques. Films have an important role in teaching. Subartha (2012) has said that films have a powerful influence on pupils as they appeal not only to the eyes and ears but also to the emotions, which can lay a firm foundation for right attitudes and habits. Films can take the attention of students; they may do this in a variety of ways.

In addition, Cakir (2006:69) mentions that steps in teaching using audio-visual material are as follows:

(1) Active viewing increases the students' enjoyment and satisfaction and focuses their attention on the main idea of the video presentation.

(2) Freeze framing means stopping the picture on the screen by pressing the still or pause button. Video gives us an additional dimension of information about the characters' body language, facial expressions, emotions, reactions, and responses.

(3) Silent viewing. As video is an audiovisual medium, the sound and the vision are separate components.

(4) Sound on and vision off activity. It can sometimes be interesting and useful to play a section of a video unit and remove the visual element from the presentation by obscuring the picture so that students can hear only the dialogue but are unable to see the action.

(5) Repetition and role-play. When there are some difficult language points in the video unit, a repetition can be a necessary step for communicative production exercises.

(6) Reproducing/repeating or mimicking activities. After students have seen a section, students are asked to repeat what has just been said, to describe verbally what has happened, or to write down what has happened.

(7) Dubbing activity. This activity can be done when students have the necessary language competence. In this activity, students are asked to fill in the missing dialogue after watching a sound-off video episode.

(8) Follow-up activities. It is important that a video presentation should lead to a follow-up activity as the basis for further extended oral practice.

Discussion stimulates communication among students, and it helps to achieve communication practice.

CHAPTER 2. SELECTION OF AUDIO-VISUAL AIDS

The various teaching aids could be summarized in the following categories:

- Visual aids e.g. maps, pictures etc.
- Auditory aids e.g. tape recorder, record player.
- And both audio-visual aids e.g. television.

Visual aids:

They are aids which require the involvement of learners' visual senses. They are made to influence the eyes of learners to enable them to understand what is being shown. In language learning visual aids help in improving language skills such as speaking. Generally, different types and functions of visual aids are listed below:

1.Black-board: a big strong piece of wood it is a very old teaching aids used by teacher to write on anything he wants to attract the attention of students e.g. difficult words, questions.

Advantages of blackboard:

- Easy to make changes
 - Excellent two way communication
 - Inexpensive
 - Good for step by step instruction
- Disadvantages:
- Not portable
 - Not permanent
 - Poor for showing details
 - Time consuming
 - Loss of eye contact with the class

2.Handout: any written material to be covered in class or information.

Advantages:

- Good for covering forms.
- Inexpensive

Disadvantages:

- Students will spend class time going over a handout if it is not covered in class
- Difficult to make changes if the handout is large
- Current forms need to be constantly updated
- Spelling must be checked

3. Charts and maps: Usually the teacher uses them in case of diagrams that he cannot draw them in the blackboard. Charts are very important for presenting and practicing structures and vocabulary. Maps are useful in showing the location of places, mountains, rivers...etc.

Advantages:

- Inexpensive
- Easy to prepare and make changes
- Easy to transport
- Simple to set up
- No special lighting
- Step by step instruction

Disadvantages:

- Charts get dirty and ragged with use
- Attached work art may not roll up easily
- Class size limited to those who can see the chart clearly.

4. Pictures: Here we distinguish two types of pictures; text pictures and class pictures. Text pictures are found in texts they are usually designed for beginners. Class pictures may be divided into two; picture cards and wall pictures. Picture cards (post cards) are very helpful in language teaching. Wall pictures include maps, posters photographs that represent things that cannot be brought to the classroom. They are helpful for oral presentations and question and answer drills. Pictures are important because we describe through them what we cannot describe by words.

5. Posters: They are a large size pictures.

Advantages:

- Wide range of illustrative technique can be used.
- Permanent record

Disadvantages:

- Repeated use can cause posters to break
- Less portable
- Difficult to make changes
- Easy to set up

6. Flannel board: it is a piece of wooden board covered with flannel to stick on some stiff and sanded strips of paper.

7. Specimen: Specimens are part of a bigger object. Pieces of bark of a tree, , buds, flowers etc., can be called specimens.

8. Model: is when we represent something real in an object it may be larger or smaller than the real object.

Advantages:

- Having the real thing in the classroom
- Permanent
- Adds realism to training instruction

Disadvantages:

- Expensive

- Can require skill to use in front of the classroom.

9. Overhead projectors: it is an object used to display your hand-written, pictures before the learners. For overhead projectors there are transparencies sheets on which you can write with the help of pens specially meant for writing on the transparency.

Advantages:

- Instructor can face the class and present information
- Easy to prepare
- Can use step by step presentation
- Inexpensive
- Handouts can be made directly from the transparency
- Permanent

Disadvantages:

- May require a darkened room
- Projection equipment may not be available
- Projection may change if not set up properly
- Difficult to control

10. Puppets: By using puppets the teacher can attract students attention he can perform many situations. Puppets can represent persons that a discussion or dialogue may happen between them.

11. Films: It is a visual aid used in language teaching in the forms of fixed film strips or slides and motion picture film. The advantages of slides and film strips are they direct the attention of students to the screen and to the picture and words on it. What we present in a

film strip can be shown over and over. Motion picture are very interesting in teaching meaning and the form of the language.

12. Slides: picture on photographic film projected onto a screen.

Advantages:

- Subject matter is unlimited
- Can be easily rearranged
- Permanent and easy to handle and carry
- Projection equipment easily available
- Can be easily duplicated
- Presentation can be stopped for discussion

Disadvantages:

- Room needs to be dark
- Requires time and special equipments
- Expensive
- Equipment may fail

Therefore, we have seen that visual aids play an important role in teaching languages.

However the main function of visual aids is to allow the learner to understand what he hears, to learn the different situation in which language forms are used.

Audio aids: Audio aids are the aids which are related to our sense of hearing they are helpful to hear something but not to see, they can be in or outside the classroom by students. Some important audio aids are listed below:

1. Record player: Using tape recordings students can record their own discussions, speech it may help students improve their pronunciation. It is also helpful for the teacher to evaluate his students speaking skills.

Advantages:

- Easy to use and provide a permanent.
- Can record real episodes
- Recorders are portable

Disadvantages:

- Only provide the oral portion of an episode not the visual.

2. Radio: Listening to radio program are useful in learning languages. However; listening to a radio program needs good listener as for radio program cannot be repeated. Radio programs are of two types; one called education radio broadcasts in which students and teachers can participate; and radio programs that carry general discussions on social issues. when you listen to a radio program you should have your own paper and pencil to take notes.

Audio-visual aids: Television: T.V. programs are of great importance in teaching. The teacher may ask students to see a T.V. show then make it under discussion.

1. Video: Nowadays, educational video cassettes are available with video libraries in the market. Instructors must be familiar about how to use the material effectively.

Advantages:

- Instant replay of subject material
- Permanent and reusable
- Allows both audio and visual to be recorded

Disadvantages:

- Requires practice
- May distract students when they are video taped
- May be difficult to handle all the equipment.

2. Computer: electronic device that can store, organize and find information do calculation and control other machines.

Advantages:

- Instructor faces the class while presenting information
- Provide both audio and visual records
- inexpensive

Disadvantages:

- Require a small number of students
- Preparation for the aid takes time.

Teaching aids are very useful educational materials; they can help in making learning more effective and interesting. They make the learning process easier as we have seen before; teaching aids encourage students to learn because they provoke their senses. To achieve the target matter teachers should use those materials carefully, there must be some criterion for choosing the right aid and use it the right way.

Oyesola(3) suggested that for effective use of audio-visual aids the following should be taken into consideration

- Aids must be placed or held where all can see
- Teaching aids should be used to achieve specific objectives
- Teaching aids should be suited for the maturity level of the students
- Teaching aids must be used skillfully
- Technical quality of the aid should be good
- Use variety of aids
- Choose the suitable aid for the suitable activity
- The frequency of using audio-visual aids should be taken into consideration.

Conclusion

Even though English language has been learnt by the students since they were in secondary level as a compulsory subject, it is still common to see students to be passive in the class interaction as they are unable to speak English.

Apart from mother tongue interference, five other reasons for foreign language learners to hinder them to speak English fluently are “lack of opportunity to use English in daily lives, unchallenging English lesson, being passive learners, being too shy to speak English with classmates, being poorly-motivated and lack of responsibility for their own learning”. Obviously, teaching method is a crucial matter for active learning. Hence, teachers need to be smart to find suitable methods that meet students’ interest.

One of interesting ways to increase students’ motivation is using audio visual material. The developments in broadcast and multimedia technology especially in audio-visual such as movie clips have generated a readily available for using in second and foreign language context.

Using movie in language teaching practice makes meaning clear by illustrating relationships in a way that is not possible with words, which proves a well-known saying that a picture is worth thousand words.

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