«Վարդանանք» կրթահամալիր

***Ավարտական հետազոտական***

***աշխատանք***

***Թեմա՛ Visual Aids in Teaching Foreign Languages***

*Լսատեսողական պարագաները օտար լեզվի*

*դասավանդման գործընթացում*

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**VISUAL AIDS IN TEACHING FOREIGN LANGUAGES**

**INTRODUCTION**

*To face modern day challenges teachers must be well informed, prepared and use up to date tools in classroom. In the paper the most popular and frequently-used modern tools for teaching* – *audio visual aids are going to be discussed. As far as studies show, audio visual aids help teachers make their teaching material more available and easy to understand. They help them to make their speech more interesting, interactive and colourful in sense that the students will be attracted to listen and see what is being explained.*

*Key words: visual aids, teaching, learning, black and white board, flipchart, effectiveness, process, motivation, interactive, perception*

**Why to Use Visual Aids in Presentation?**

There are many different types of visual aids that “can help teachers to reach their objectives by providing emphasis to whatever is being said” /Vtm Smaone, Social Media Manager at Vision Tech Media, June 24, 2015/. It has been proved that clear pictures multiply the pupil’s level of understanding of the material being presented can help to reinforce the message, clarify points, and create excitement. Second, visual aids involve pupils and bring a change from one activity to another: e.g. from hearing to seeing. While using pictures, the concepts or ideas that are presented are no longer just words – but words with images. If pupils don’t completely understand the spoken word, a visual aid may help them to get more sufficient information. Visuals are a good way to make complex information more understandable for pupils. Using images and videos automatically stimulate interest more easily than words. As far as visuals help to implore to more than one sense at the same time, the pupils understanding and memorizing level is increased. This part describes the effectiveness of visual aids on pupil’s understanding. It is a known fact that apprehension of information is six times more effective when information is presented by visual and oral means rather than when it is presented by the spoken word alone. In order to help pupils to grasp the information better, the use of quality of visual aids in a presentation effects how the presenter is understood. As it is calculated in the Journal of Education and Practice “people generally remember, 10% of what they READ, 20% of what they HEAR, 30% of what they SEE, 50% of what they HEAR and SEE, 70% of what they SAY and 90% of what they SAY as they DO a thing. So there is no doubt that technical devices have greater impact and dynamic informative system”. /Journal of Education and Practice, Vol. 6, No.19, 2015/

“A study conducted by Minnesota Mining and Manufacturing Co. (3M) at the University of Minnesota, it was concluded that people who use visual aids are 43% more persuasive than those who don't.”

The study also proved that visuals can improve:

• Communication effectiveness

• Pupil understands of the presenter

• Presenter’s confidence

Other studies conducted by educational researchers proved that the average teacher who uses visual aids is better prepared, more professional, more flexible, and more persuasive than a teacher who does not use visual aids.

The use of visual aids can also be important and helpful to all presentations. Without them, the effectiveness of your presentation can leave the pupils shortly after your presentation. By preparing a presentation with visual aids that reinforce your core ideas, you will likely reach your pupils far more effectively.

 **Why Are Visuals Important?**

As soon as we understand why visuals are important, we begin to be excited to take steps to use these tools when teaching. These are two essential reasons why it is important to actually show the pupils what is being taught.

 1. Visuals clarify the material being taught.

2. Visuals make learning more permanent.

When using visuals the material being taught is clearer and it makes the day–to-day learning process easier. Although the person uses all his senses to learn, but it appears that seeing is the sense where most of our learning comes from. So this proves that the most effective method to clarify and bring understanding to what is being taught is to actually show it to the pupils by using visuals.

Here is an example of how important it is to have a clarification of lessons being taught. If the teacher is talking about travelling, visuals will clearly help the pupils to understand about what kind of a trip the teacher is talking about; whether it is a trip or a journey or a cruise or a voyage, what means of transportation are being used, and in general it helps pupils perceive the information better.

**Different types of visual aids**

There are many different types of visual aids. The following are the most commonly used ones.

• Whiteboard

• Flip Chart

• Overhead Transparencies

• 35mm Slides

• Video Tapes

• Multimedia

 • Power Point programmed

• Models and Simulators

Each of these visual aids has advantages and disadvantages. For instance, although whiteboards, overhead transparencies, and flip charts may be cheaper than the others, these are typically not very visible in a large class setting. Video tapes, multimedia, and models and simulators usually have a very high effect, but these can be quite expensive and require special equipment for display. In general, the greater the complexity of the audio-visual aid, the more time and effort it will take to prepare.

When selecting each of the types of the visual aids, one needs to consider the following practical factors:

◦ What do you want to be through?

◦ How large is the audience?

◦ What is the range of viewing and hearing distance in using of the media?

◦ What is the periodicity of the given presentation?

◦ How easily can the media be "interrupted" in order to respond the pupils and to provide feedback to the pupils?

◦ Does the hoped-for instructional incitement require motion, color, still pictures, spoken words, or written words?

◦ How well are you prepared for this form of aid and do you have access to colleagues to help you with the preparatory work if it is necessary?

When preparing for the presentation which involves visual aids there are some factors that need to be considered:

a. Number of students / size of the room,

b. Which part of your spoken material lends itself to visual aids?

c. Is there need backups for the visuals?

d. Will this be a presentation that will be given again?

e. Are there any activities where certain visual aids would be more useful than others?

When thinking about visual aids, what most of the people would think is PowerPoint slideshows. When used efficiently, Power Point can really help the teacher in his/her presentation: when used in a wrong way, it can have the opposite effect. ”When you use Power Point an occasional relevant photograph on a slide between copy and graphs can help the listener better visualize what you are saying.”/Boyd 2004/. The general principles of using Power Point are:

 Do Don't

- use a big enough font - make it too small, so that you can't read it

- keep the background simple - use a colorful background image

- use animations when appropriate - over-do the animation, it gets distracting

- make informational use endless - make slides of bulleted lists that all look the same

**Overhead projector**: slides and transparencies can be displayed on the overhead projector. It is a very useful tool found in most classrooms. The OHP projects enlarge the slides into a screen or wall without requiring the lights to be dimmed. One can produce his/her slides in two ways:

• pre-prepared slides: these can be words or pictures either hand drawn or produced on a computer;

• spontaneously produced slides: these can be written as one speaks to show main points or comments from the audience;

It is important that the text on slides is large enough to be read from the back of the room. A useful rule of thumb is to use 18 point text when producing slides with a text on the computer. This can also help reduce the amount of information on each slide. Giving audience too much text limits their ability to listen, besides giving lists of abstract words can be misleading or uninformative.

**White or black boards.** They can be very useful in explaining the sequence of ideas or routines. They can be used to clarify the title or to record the key points when introducing the presentation. Rather than expecting the audience to follow the spoken description of an experiment or process, each stage should be written on the board, including any complex terminology or precise reference to help the students take accurate notes. However, once something is written on the board it should either be left there or rubbed it off - both can be distracting to the audience. Avoid leaving out of date material from an earlier point of the presentation on the board as this might confuse the audience.

**Paper handouts.** Handouts are very useful. Use a handout if the information is too detailed to fit on a slide. Consider the merits of passing round your handouts at the beginning, middle and end of a presentation. Being given too early they may act as a distraction. Being given too late the audience may have already taken too many unnecessary notes. Being given out in the middle the audience will inevitably read rather than listen. One effective way of avoiding these mistakes is to give out incomplete handouts at key stages during the presentation. Then it can highlight the missing details vocally, encouraging the audience to fill in the gaps.

**Flip chart.** A flip chart is a large pad of paper on a stand. It is a very useful and flexible way of recording information during the presentation - one can even use pre-prepared sheets for key points. Record information while going along; keep one main idea to each sheet. Use the turning of a page to show progression from point to point. Remember to make the writing clear and readable and the diagrams as simple as possible.

**Video (DVD or VHS).** Video is being used to stimulate visual information. Video will help to bring sound, movement, pictures and into your presentation thus making the information more accessible for pupils. A good rule of thumb is to make sure that the clip is directly related to your content. Be aware not to show any more film than once need. Audio visual aids are important in education system. Nowadays they are the best tools which are used in classrooms to encourage teaching learning process and make it easier and interesting. So there is no doubt that technical devices have greater impact and dynamic informative system. This study is conducted to analyze the effectiveness of audio visual aids in teaching and learning process at school level. In order to achieve the purpose of study two questionnaires were designed as research tool separately for teachers and students. After the results of the questionnaire ware gathered the data was analyzed by using standard deviation and Z test. The conclusion was drawn based on the results that I gathered. The results show that according to the respondents

1. A.V aids play main role in teaching- learning process
2. A.V aids make teaching- learning process effective
3. The respondents viewed that A.V aids provide knowledge in depth and detail
4. It brings change in class room environment.
5. It motivates the teachers and students.

**The Use of Technology for Second Language Learning and Teaching:** As described and analyzed in one of the oldest and most influential foreign language pedagogical journals, “The Modern Language Journal (MLJ)”, it is obvious that technological advances have affected foreign language teaching and learning at different points in history. The article reviewed the proposed pedagogical use of technological resources by means of a critical analysis of articles published in the MLJ since its first edition 1916. Studying how older technical capabilities have been used for pedagogical purposes gives us the necessary background for the assessment of the pedagogical potential of today’s technologies. In this article the author argues that, “whereas most “new technologies” (radio, television, VCR, computers) may have been revolutionary in the overall context of human interaction, it is not clear that they have achieved equal degrees of pedagogical benefit in the realm of second/foreign language teaching. I further claim that the pedagogical effectiveness of different technologies is related to four major questions:

a) Is increased technological sophistication correlated to increased pedagogical effectiveness?

b) Which technical attributes specific to new technologies can be profitably exploited for pedagogical purposes?

 c) How can new technologies be successfully integrated into the curriculum?

 d) Do new technologies provide for an efficient use of human and material resources?”

**THE MODERN LANGUAGE JOURNAL (MLJ)** “HAS provided foreign language teachers with much-needed background information for the development, implementation, and assessment of use of visuals in pedagogical practices in the classroom for almost a century”/ “The Modern Language Journal”,85,I, 2001/. In 20th century there were numerous technological innovations that have substantially changed the way of how foreign language classes should take place. It seems that new technologies were revolutionary not only in the field of technology, but also in pedagogical standpoint. For instance, Lindenau argued that “we are all in the midst of a microelectronic revolution,” and pointed out that ignoring the arrival of such revolutions carries negative effects: “A blackboard and-textbook system of education in the age of microelectronics will inevitably promote and determine talent far-reaching consequences”.

 Other researchers have argued that there could be a potential waste of resources if pedagogy does not take advantage of new technological tools. It is true, some tools” have incorporated themselves well to the foreign language classroom, from the early uses of the phonograph to reproduce the human voice to films, video tapes, computers, teleconferencing, and the use of Internet chat-rooms to increase communicative interaction with other learners”./ “Start with listening”, Dunkel, 1987/

In conclusion I would like to draw the reader’s attention on the main points discussed above.

As we can see, different types of audio visual aids need to be used in classroom in order to make pupils understand teachers speech correctly and easily and helps them keep the information in mind, because by using visuals we attract not only their listening sense but also the visual senses of the pupils which is known to be 75% of the perception of the person. Thus, when using visuals we as teachers make our work more effective as well as interactive. Based on my findings, I assume that for us as high school teachers using visuals like power point and videos, will make the tension of a class less, will attract pupil’s attention and make them remember easily what we discussed earlier in class. As teachers we should make sure the visuals we use in class are relevant to the information we are giving and is not boring as well as not over interactive, thus to help us reach our goals in class. A good point to keep in mind is to consider the advantages and disadvantages of each of the visuals being used and prepare them beforehand in order to make the most out of it.

**Conclusion**

In conclusion I want to say that audio visual aids should be integrated in language teaching material. Language learners with different proficiency levels may benefit from visuals available in the language textbooks and outside the classroom since visuals strengthen comprehension. Effective selection, design and implementation of visual aids will increase the audience’s attention. It will make teacher’s message clearer and more memorable, which will help him to achieve his primary goal: an audience that understands and connects with his message. Moreover, in addition to enhancing comprehension audio visual aids promote active participation and engagement among students

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**Վիոլետտա Բաբայան**

**Լսատեսողական պարագաները օտար լեզվի**

**դասավանդման գործընթացում**

Ժամանակակից մարտահրավերներին դիմակայելու համար ուսուցիչները պետք է լինեն լավ տեղեկացված,պատրաստված և պետք է օգտագործեն արդի միջոցներ դասարաններում։ Ընթացիկ աշխատաթերթում քննարկվում են ամենահայտնի և շատ գործածվող ժա­մա­նականից լսողական և տեսողական միջոցները դասավանդման մեջ։ Հետա­զո­տությունների համաձայն, լսողական և տեսողական միջոցները օգնում են ուսուցիչներին իրենց միտքը դարձնել ավելի պարզ, մատչելի և հեշտ ընկալելի։ Դրանք օգնում են ուսուցիչներին իրենց խոսքը դարձնել իմաստալից և հետաքրքիր, գործընթացը՝ ինտերակտիվ և բազմաբնույթ, ինչի շնորհիվ աշակերտները հետաքրքրված են լինում լսելու և տեսնելու այն, ինչը որ բացատրում է ուսուցիչը։

 *Բանալի բառեր՝* լսատեսողական միջոցներ, դասավանդում, ուսուցում, սև ու սպիտակ գրատախտակ, աղյուսակ, արդյունավետություն, գործընթաց, խթանում, ինտերակտիվ, ընկալում

**Виолетта Бабаян**

**Аудиовизуальные средства в обучении иностранных языков**

Чтобы противостоять вызовам современности учителя должны быть хорошо информированы, подготовленны и должны использовать современные средтва в классе. В данной статье будут обсуждаться самые популярные и широко используемые средства в обучении - аудиовизуальные средства. Как показывают исследования аудиовизуальные средства поогают учителям сфорировать свои мысли более доступными, легко восприимчивыми. Они помогают учителям сделать свою речь более интересной, интерактивной и рзноцветой, так чтобы ученики захотели видеть и слышать то что им объясняют.

*Ключевые слова:* аудиовизуальные средства, преподавание, обучение, черно-белая доска, флипчарт (плакат), эффективность, процесс, мотивация, интерактивный, восприятие