

A REFLECTIVE STUDY ON EFFICACY OF USING AUDIO-VISUAL AIDS IN TEACHING ENGLISH GRAMMAR – A COMPILED DELIBERATIONS

¹ Purvi N Trambadiya, ² Dr. Alpesh Joshi

¹ Research Scholar, ² Associate Professor

¹ Rai University, Ahmedabad, ² Atmiya Institutes of Technology & Science, Rajkot

Abstract: *Visual aids are not newer medium of teaching and learning. Audio Visual aids are used for instruction in an excellent progress in modern education. It appeals to mind through the visuals and auditory sense organs. Good audio visual aids have eye and ear appeal. They raise learning from verbalism to true comprehension. Making words and phrases real is the greatest potential of visual devices. Learning can be made fascinating, vivid and effective through visual aids. They can't substitute real teaching. They necessitate dexterous teaching to make them successful. The teacher must prepare the class through it and follow it after its complication. In short visual is instructional device. An instructional device is any device that assists an instructor to convey to a learner facts, proficiency, attitudes, knowledge, understanding and appreciation. A visual aid is any instructional device that can be heard as well as seen. They must aid in thinking. They can never replace or substitute thinking.*

Visual aids form the basis of the teaching of English language. The main purpose of visual aids for the teaching of English is to help the teacher to do his job more effectively. These aids are the means of bringing about effectiveness in the teaching of English. These aids make the teaching interesting, easy, comprehensible and lively.

Key Words: *Visual Aids, Medium of Teaching-Learning, Tools of Modern Education, Effectiveness in Teaching, Rapid Comprehension.*

1. INTRODUCTION

The topic that is being selected encompasses reflective study on efficacy of using Audio-Visual Aids in Teaching English Grammar. In other words it acts a compendium for the other researcher/investigator to peep in to measure the significance of Audio-Visual Devices in Teaching Learning Process.

2. RESEARCH DESIGN

As a research scholar I have made an attempt to validate the claim of efficacy of use of A-V Aids in Teaching English Grammar by selecting 30 students of Dr Subhash Technical Campus of Junagadh District. I took the Sample by balancing the gender also i.e. 15 girls and 15 boys. The topics selected for teaching were Tenses, Prepositions and Determiners. Before teaching the planned sessions, pre-test was being conducted and later on the students were taught the above topics of grammar for 04 weeks by using Audio-Visual Devices. Subsequent to that post test was also being conducted. And the results were very optimistic.

To infer I would like to say that the literature review that I gone through also made the same claims that I have been making.

To elucidate the same, I put forward the very meticulously penned down deliberations of different researchers/authors/academicians for the further reference of researchers. This would contribute to further study in the field. The review of related literature helps to avoid duplication on the one hand and suggests areas of further study on the other hand. Survey of related literature implies locating, teaching and evaluating reports of research as well as reports of casual observation and opinions that are related to research projects. It promotes greater understanding of the problem and its critical aspects.

Efforts were made to materialize the ideas discussed for the present study.

The investigator visited Government District Library of Junagadh and Saurashtra University of Rajkot several times to search the related literature of present study. The investigator has gone through volumes and journals of different universities. The investigator also met experts to collect the useful material for the present study. The researcher has also searched various sources of different countries on internet.

In the initial stage of the present study, some theoretical literature regarding uses of Teaching and Learning tools and improving English grammar were studied.

An attempt was made to find previous researches related to the problem statement.

3. REVIEW OF ARTICLES AND BOOKS

3.1. Reader's Digest, "How to Write and Speak Better"

An article in 'Reader's Digest' written in 1993 about "How to Write and Speak Better" which has given information about speaking skill as well as visual aids. In this article the skills of good speaking covers general aspects of speech like improving voice control, overcoming nervousness as well as particular problems, from conducting an everyday social conversation to being interviewed on the radio, from running a meeting to making a sales presentation to asking for a rise or complaining to the boss. He said "Speaking well can have a dramatic effect on one's professional and private life may not realize how important the sound of one's voice is, or how much one oneself judge other people by the way they sound. Yet experts maintain that the impression one make o other often owes much more to how one speak – the pitch and expressiveness and clarity of one's voice. A simple formula emerges 'Words + Visual Aids = quick Comprehension +

long lasting impressions. He further wrote that visual Aids can keep audience's attention and providing different visual images from time to time helps to restore slacking interest.

3.2. Ganesh Anantrao Mudegaonkar and Dr. Suhas S. Pathak, "Communicative Approach for Teaching English"

One of the research papers had been done on "Communicative Approach for Teaching English" by Ganesh Anantrao Mudegaonkar and Dr. Suhas S. Pathak. In this research they have given recommendations which also support the Audio Visual Aids to improve English. Almost all the teachers use teaching aids in their classroom teaching. Most of the teacher's sometimes use Audio Visual Aids and some of the teachers use Audio Visual Aids as per its need. Most of the teachers assign task to pairs in the class. Most of the teachers use 'mobile pictures', 'audio-visual aids', and use 'question answer method' for developing various skills. Most of the teachers use direct method to develop listening skill with the help of Audio Visual Aids. Most of the teacher evaluates the listening skill of the students by asking them to tell the stories, short conversations in the class. Most of the teachers develop the speaking skill of the students by giving them situation to speak. To develop speaking skill of the students, teachers use 'group discussion', 'speak on a topic', 'picture lessons' and 'conversation'. So this study has shown the importance of audio visual aids in improvement of English.

3.3. Luis S. R. Vas, "Skills for Excellence", 2000, Pustak Mahal

A book named "Skills for Excellence" written by Luis S. R. Vas has explained about the art of listening. In which he explained three points related to listening. In first point **Purpose** he said 'to glean important information from another party. To get to the hidden meanings of what is being said. To dither the unconscious signals emanating from the other party's talk to extract more information from the party than it is willing to reveal.' In second point is **Duration** in which he said 'can be learnt in to minute's segments and practiced while listening to a talk or during any conversation.' The last point is **Posture** which is 'Immaterial.' He has ignored the mannerisms and told to concentrate on the content of what is being said, either in a conversation as a talk. Sometime one absorbed in the personality of the speaker, his voice tone and volume, vocabulary, grammar, wit, posture that the message is missed. Arrogance can signal a lack of confidence or lack of knowledge. He said that listening is contagious. A person is perceived as a good listener he/she interlocutor will feel flattered and may be better disposed to reciprocate and also listener to his/her point of view.

3.4. Aruna Konesu, "Professional Communication" McGraw Hill.

In the "Professional Communication" Aruna Konesu said about the placement of visual aids. The most effective placement of visual aids is within a report, not in a report appendix. The placement of the visual aid in the text depends on the function of the visual aid. Visual aids should be placed where they are needed for emphasis, clarity, simplification, reinforcement, summary, interest, credibility or coherence. Every reasonable effort should be to insert the illustration in the text where the reader is expected to refer to it. An effective process for incorporating a visual aid in a report is to introduce the aid, display it and then discuss it.

3.5. R. C. Sharma and Krishna Mohan, "Business Correspondence and Report Writing", New Delhi; New York: Tata McGraw-Hill, 2010

In "Business Correspondence and Report Writing" R. C. Sharma and Krishna Mohan have given a different point regarding listening skill. In this book the pre preparation regarding listening skill is explained. They have given points regarding of Honing listening skill and improve listening skill.

- Prepare oneself to listening by gathering information about the setting the topic and the speaker.
- Have a positive attitude towards both the speaker and the topic.
- Keep an open mind. First try to understand what is being said and then evaluate it with reference to the content.
- Concentrate on the matter being spoken, carefully identifying the main point.
- Observe the non verbal clues such as twinkle in the eyes, flourish of hands, shrugging of shoulder, facial expression, etc.

3.6. Prof. Vinayak Gopal patil , "Importance of audio – visual aids in teaching methodology",The Argosy University.

In article "Importance of audio – visual aids in teaching methodology" Prof. Vinayak Gopal Patil said that Audio Visual aids or Devices or technical devices or technological Medias or learning devices that helps the teacher to clarify, establish, co-relate & co-ordinate accurate concepts, interpretations, appreciation and enable him to make learning more concentrate, effective, interesting, inspirational, meaningful, vivid etc. The Audio –Visual Aids always helps in comparing the triangular process like Motivation, Clarification, and stimulation. He aims of teaching with technological medias is clearing the channel between the learner and the things that worth learner. The teacher must "show" as well as "tell". The Audio –Visual Aids provides significant gains in informal learning, retention and recall, rethinking and reasoning, activity, interest, imagination, personal growth & development.

3.7. John Moldstad, "Doctoral Dissertations in Audio Visual Education"Audio Visual Communication Review, Vol. 9, No. 4.

In one of the audio visual communication review "Doctoral Dissertations in Audio Visual Education" John Moldstad said that after World War II audio visual aids became evident that the use and development of these kinds of material in education, industry and religion were on the upswing.

The effective utilization of all types of audio visual aids and equipment by the Armed forces had convinced many present and future educators of the educational potential of these new materials. He had noted one experimental example too.

'In the second semester of 1949-1950, L. C. Larson and Charity Runden of the Audio Visual Center, Indian University, decided to attempt the task. Working with 16 students enrolled in a graduate seminar, they selected 25 sources of bibliographies and indexes known to contain listing of articles and research reports related to audio visual education.

Using these sources, the group developed a listening of pertinent articles published between 1930 and 1950.' This doctoral dissertation was accepted by American Colleges and Universities, Psychological abstracts, and educator's guides.

3.8. Mingsheng Li “Culture and Classroom Communication: A Case Study of Asian Students in New Zealand Language Schools”.
Asian EFL Journal Vol. 6 March 2004.

This study is qualitative study conducted from December 2002 to March 2003 at two New Zealand English language schools. The survey has been done of 40 students. The study reveals that, in spite of the positive learning experiences in the schools, there also exists a significant mismatch with Asian Students’ negative perceptions and experiences relate to issues of teacher competence, teacher quality, teaching approaches, course content and learning materials.

It was found that the interactive teaching methods adopted by New Zealand teacher are culturally incompatible with Asian student’s learning conceptualizations. The findings suggest that some teachers’ adoption of the communicative or interactive teaching approach led to Asian students’ negative learning experience in New Zealand. The paper recommends that New Zealand teachers develop three sets of interrelated skills in order to cope with the complex ESOL teaching situation and to ensure quality teaching: linguistic skills, pedagogical skills and intercultural communication skills.

3.4. Conclusion

In short, several studies had been conducted concerning various aspects of books, article, and research regarding visual aids, material related to language skills. Most of the studies had been done in abroad as a part of language improvement, grammar improvement and development of language skills. To improve English language several studies had been done in India also. But scanty efforts of research to improve English Grammar had been carried out in India. A few researches emphasized visual aids to improve language skills in English as well as English grammar. Hence the investigator considers that the present study is highly relevant and worthwhile.

