

The Effective Teaching of Second Language Acquisition: Imparting Audio-Visual Method in Conventional Classroom

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Abstract

At present, the function of English is now not the same as it used to be earlier than a hundred years ago. The way it is taught and valued at language classroom makes the learner possess it effectively. This study intended to explore innovative and technological methods of teaching language. The research paper insists the audio-visual aids as the enjoyable facilitator in the language classroom to adopt English in a playful manner which encourages the learner to learn and the teacher to teach enjoyably. This paper also aims to give hands in enhancing teaching and learning English effectively, both on average and under averaged students with an efficient technique by using available Technologies. The audio-visual aids make the language teaching and learning extremely primitive by students and teacher interaction and injecting the class with interest, involvement, motivation and facilitate all language skills, etc. The using of audio-visual aids ought to be realistic and without apprehension so that both language learning and teaching become effective.

Keywords: Audio-Visual Aids, Enjoyable Facilitator, Enhancing, Language Skills

INTRODUCTION

Teaching and Learning a language is an incredible fact and language acquisition is one amongst inspiring and enthralling features of human

development. Second language acquisition theories highlight the role of the environment, particularly opportunities to cooperate with speakers who modify their language and interaction models to fulfil teaching and learners' needs. The ever-growing necessitate for good communication skill and speaking skill in English has created a great demand in the methods of teaching English by imparting Audio-Visual method.

Alan Maley served as an English language Officer in British Council from 1962 to 1988 during the work, he sensed the aesthetic effects of the language during his analysis and declared as his foreword that:

There is no human society without its poetry, but there is no human society without its music not been put together, take constitute a powerful force for both cultural cohesion and identity and individual fulfilment.

The hardest task for teachers is teaching English to young students who are not particularly careful, easily distracted and bored. If a teacher can ascertain a way to get their concentration for a longer time and make them remember what they learned, he or she will be much more successful in this process. Today we exist in the world of information and revolution where the paradigm shift from face to face teaching environment to more technology-based learning. The traditional or conventional method of teaching initiates discussion in the classroom, but advanced teaching that is technology-based teaching make students dissociate into effective learners. Different educationist observes advancement and makes use of modern educational technology in various ways. But some criticize this idea of inculcating modern technologies inside the conventional classrooms which uplift the level of learning. They also castigated the practice of machines and tools in traditional classes as a sophisticated educational practice which may divert the motives of students in the learning process. But the present scenario argues authentically that this educational revolution of learning through advanced technologies like audio-visual Method of teaching proved to be the enjoyable facilitator in enhancing the learning and teaching process of students and teachers.

Thus, the application of Science to art in technology-based learning implies that learning gradually evolves technology in every classroom where second language acquisition happens effectively and efficiently.

The innate ability of a human to develop language is called "Nativism" which is the linguistic theoretical orientation of the second language, supported in merely biological terms by Norm Chomsky 2000, the famous and well-known Nativist. He declares that:

A learner input from the environment is insufficient to account for the speed with which individuals acquire knowledge. Instead, posits that humans are born with knowledge which predisposes them to acquire knowledge and allows the learner to structure any language and possess it.

It has been observed by the research scholars and educators the students who learn and are taught English for 10 years (maximum) during the academic years; find it difficult to construct a proper sentence at the end of their academic education in school. They not only failed in constructing sentences, but they are inefficient to communicate in English, using correct words as well. This research aims to find a colossal rift between the academic teaching of English in schools and the students' capability to write and communicate using correct grammar in English. It is a turning point for linguists and language educators to seriously review the role of language teaching. In the Indian context language teaching in the classrooms more encouraged through the traditional method, although they are other methods of teaching such as Direct communicates to language teaching, Task-based learning, Computer-assisted learning, Virtual learning, Audio-Visual methods of learning, etc.

Audio and visual plays an important role in every society. The first display of audio originated from the Paleolithic period when it had rather magical than the quantum of artistic functions. It had been used to persuade the elements and prevent natural disasters. With the development of society, the quality of Audio and visual has been growing and its role is changing to aesthetic sensitivity. In our

current world of modern technical conveniences, we are surrounded by audios and videos, however, its function is a lot different from the function it had in ancient times. The magic function of music was replaced by listening for joy and nowadays we can hear it almost everywhere, not only during the performance of religious rituals but in all circumstances. Murphey (1992) claims that “people listen to audio and videos at their homes or in their cars, and we are exposed to it even at public places because of its ability to affect our mood”. These are systematically Glade and shopping centre and supermarkets to relax to spend as much time as possible shopping for food and clothes. We hardly become conscious of what to listen while concentrating on our work or having dinner at a restaurant because we do not hear or received the message the author tries to share with us. Therefore, audio-visuals are often underestimated and many people do not understand how it can be used in education to help the learners learn better.

A normal classroom atmosphere, boredom and distraction easily affect teenagers than other learners as they enter their teen with different dreams. However, without any doubt, they tend to entertain them through audio and videos. These highly developed techniques into classroom activities would enhance learning ability to learn a language easily, as some songs and videos tend to deal with problems interesting to young people. Information, idea and entertainment are propagated through audio-visual teaching by the wide use of communicational Media. The study of the subject becomes more comprehensible and interesting through an audio-visual method of teaching. It also gives pragmatic experience to the learners which capture their attention and helps in a better understanding of language. They attract the mind of the learner through the visual-auditory senses. Mere chalking and talking would not give hands in creating a successful atmosphere for the second language acquisition. As an area in the curriculum, Audio-visual method of learning is not familiar with many people because of its profound uniformity, frozen outcome and pointed account of facts. But they are unaware of the use of teaching aids to enhance zest, uniqueness and interest to any

teaching and learning situation and revitalize the subject. And this will also leave the learners to understand the concepts of learning, to improve their attitudes towards acquiring language and also to extend their appreciation and interest to acquire language effectively. Book lacks poignancy of concrete experiences, specificity but Audio-visual method qualifies students to acquire knowledge faster, rendering the learner the long-lasting memory and makes them grasp more information. Through this context, the textbook can be skillfully generalized to the learner which rigorously helping in mastering the second language.

According to Stephen Krashen (1982) five hypothesis, best known and frequently referred to are the input and affective filter hypothesis. According to Krashen's input Hypothesis, new and unfamiliar vocabulary is acquired when its significance is made clear to the learner. Meaning is revealed by giving extra-linguistic conventions such as photos, illustrations, realia and actions. This results in what Krashen claims as comprehensible input that the linguistic input is put forth the comprehensible to the second language learner. Krashen argues that the amount of comprehensible input is comparable to the quantity of vocabulary acquired. Thus, according to Krashen (1989) "vocabulary is incidentally exhaled through stories because, common vocabulary and syntax sustained in the stories given meaning to less familiar vocabulary and picture Illustration, clears the obstacles of the meaning of unfamiliar words". There is evidence that the picture illustration gathered mass at supporting the reading process by clarifying the meaning of incoming verbal information. The meaning is critical to the acquisition of second language vocabulary. Audio-visual aids used in the second language classroom are consistent with both of krashen's hypotheses. And second language learners hear stories, songs that are stories which have been set to music, it is possible to acquire vocabulary easily. krashen's Second Hypothesis, Affective Filter hypothesis is also tied to use music in the second language classroom. According to this hypothesis, the extent with the linguistic input, it was received from the environment depends largely upon the learner's effect that is his/her inner

feelings and attitude. Negative emotions, functioning much like a filter, can prevent the learner from making total use of the linguistic input from the learning environment. Therefore, if the learner is anxious, unmotivated, or simply lacks confidence, language acquisition will be limited. Therefore, it is within the interest of the second language teacher to facilitate an environment which evokes positive emotions. Music does precisely that.

Whether learners simply listen to instrumental music, vocals in the target language or sing in unison produces a sense of community and increase student confidence in the second language. Thus, music however it is used in the classroom, evokes positive emotions which can lower the "affective filter" and brings about language acquisition.

An audio-visual method in the second language classroom is not only consistent with linguistic and psychological theory but research as well. First, the focus is paid to the psychological research before probes into the research on audio-visual in second language acquisition. Psychological research on Audio-Visual method which supports the use of its tools in a second language classroom comes from the area of psychology. Language acquisition and root memorization represent distinct types of creative learning. Changes in the pulse of the lesson also contribute optimum Learning and memory as time is allowed for new input, rehearsal and Retrieval which coordinate with the way, the human brain stores images. Many educators suggest in rotating and contrasting the presentation of new material with changes in routine during the lesson. The contrast can be a review, a change in voice Pattern, learning games, moment activities, art exercises, stories, and music to either stimulate the classroom mood or to relax the intensity of focus. These breaks help to create a positive emotional climate in the classroom and help prevent students from drifting into sleepiness or daydreaming modes.

The paper reveals that Audio-visual can be used in the classroom to accomplish the following goals: Create a relaxing atmosphere, reestablished a positive learning state, to provide a multi-sensory learning experience that

improves memory, to increase attention by creating short busters of energizing excitement, and to add an element of fun. And it also stimulates interest during the lesson and contributes a convenient learning situation inside the classroom. But Audio-visual aids have a remarkable role in the organizing process, but preference for appropriate selection of aids is a challenging task for a teacher. There are numerous categories of teaching aids; hence choosing an appropriate aid which is suitable for the learning is the complex problem. But there are some criteria and principles to choose the best aids in Audio-Visual method. Teaching, learning objective, learning conditions or structures are two main criteria followed to reflect the effective selection of Audio-visual aids.

Through this, we can conclude that appropriate teaching aids facilitate appropriate learning structure. The Multiple discriminated learning structures may be generated with the help of tape recorder, record player and language laboratories. While comparing to the teachers using the traditional method, the effective outcomes derived by the teachers who employ different technologies in their language classroom. They also exclaimed that this way of teaching relates the teaching to learning. Thus teachers of English language teaching are warmly welcome this exposure of the trendy cultivation of Audio-visual Method in their language teaching direction. Due to the ample multimedia sources and computers, language teacher accentuate the Audio-visual method as an easy task for innovative learning and teaching of language.

As a conclusion, a large number of online courses generalized by different ELT organization and communities. The scope of language learning has touched the place of remote areas of the country in all the directions. The students choose to obtain their second language without fear and tear by adopting an appropriate method of teaching and learning process through advanced technologies. Thus this paper threw lights on the advancement of teaching inside the conventional classroom through Audio-visual method of teaching which enriches teaching and learning effectively.

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