Chapter-2: REVIEW OF THE RELATED LITERATURE

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2.1 Introduction

Review of the related literature is an important part of research report. All completed research projects become the part of accumulated knowledge in the field and contributes to further study in the field.

The investigator should know the different methods adopted and techniques selected by researchers for similar kind of projects. 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 and 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.

It is an indispensable step for a research as it gives a deep insight and understanding of the status of the problem. By examining what has already been done in that area, the investigator becomes familiar with various trends and phases in the area. Review of related literature represents the third step of the scientific method outlined by Dewey and other educational philosophers. According to Turney and Robb, “the identification of the problem, development of a research design and determination of the size and scope of the problem, all depends to a great extent on the care and intensity with which the investigator has examined the literature related to the intended research.”

Efforts were made to materialize the ideas discussed for the present study. The investigator visited Shri H. M. Patel Institute of English Research and Training, Vallabhbh Vidhyanagar, Gujarat Vidhyapith Library of Ahmedabad, Gujarat University library of Ahmedabad, British Library
of Ahmedabad, Government District Library of Junagadh and Saurastra 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. She also searched various sources of different countries on internet.

2.2 Learning Objectives of Review of the Related Literature

1. List and describe the specific purpose which is served by the review of related literature.

2. Describe the procedure which the investigator should adopt in selecting and utilizing the primary and secondary sources of information available in the library.

3. List and state the library skills that are required by the investigator for survey of the literature related to the research topic in education.

4. Name some important reference materials and research journals which the investigator would like to consult in connection with the problem she has selected for research.

5. Describe the procedure which the investigator should adopt in organizing the related literature in a systematic manner.

In the initial stage of the present study, some theoretical literature regarding uses of Audio Visual Aids and improving Listening and Speaking Skills were studied. An attempt was made to find previous researches related to the problem statement. The present chapter consists mainly of theoretical clarification regarding the problem under study.
Lastly a review of related literature and where the present study stands is discussed.

2.3 History of ELT in India

English language travelled with the British people in India. India was ruled by the British before 1947. India got freedom in 1947 and the British left India. So the history of English in India is divided into three parts:

i. English before independence of India
ii. English after independence of India
iii. English in Gujarat

2.3.1 English before Independence in India

According to P.Gurrey, “All languages are used for communication for expression, for recording information, for thinking and for getting what we want and so on.” Language plays an important role in the mental, emotional and social expression of a person.

The history of English in India goes back to pre-independence days when the British ruled this country. The English system of education was introduced in 1835. In the administration English was used as the main language. Thus English became a politically superimposed language and also played a vital role in school education. English was taught as a compulsory subject.

English language has exercised great influence over the past two centuries in shaping the political, social, economic, intellectual and cultural life of India and is still serving as a dynamic instrument of social change. The British came to India as traders. Their main focus was on
trade so they have never thought of teaching English to the Indians in the beginning. After the Plassy War in 1757, the situation began to change. The traders found themselves in the position of ruler. They decided to open educational institutions in order to win the people over whom they have begun to rule. They had started two such institutions in which the first was The Calcutta Madarshah in 1781 and the second was Banaras Sanskrit College in 1791. Through that they had started teaching English and it is called the beginning of English education in India. The East India Company has spent grant for education in India in 1813. The result of this revolution was the demand of teaching English has been increased. Rajaram Mohanray, Devid Hare and Radhakant Dev established Hindu College in 1817 to meet the demand of English teaching.

Lord Macauley in his famous Minute of 1835, proposed to produce through the medium of English education a class of persons “Indian in blood and colors but English in tastes, in opinions, in morals and in intellect.” Keeping in mind recommendations of Macauley, the authorities finally arrived at the firm decision to use English as the only possible medium for education of European literature, Philosophy and Science. English thus became an unchanged medium of instruction at the higher level. The adoption of English as the medium of instruction for higher education naturally determined its use as the medium of instruction in secondary school. In 1854 Woods declared English to use in secondary schools as a medium of instruction. In this way Indian people also understood the necessity of English language and so they did not wish to leave English education.
2.3.2 English after Independence in India

After independence drastic changes occurred regarding the place of English in India. However, even after independence English language could not be ignored because of its importance at the administrative level. The various education Commissions appointed by Government of India have recommended progressive switch over to the mother tongue. Yet the importance of English to the Indian students cannot be ignored as it was an international language, a link language, a library language and is considered to be a window to the rapid progress of science and technology. If we give up this language our nation will not be compared with other countries. English is also the language in international conference and is the language of UNO. A knowledge of English helps to make a person, a citizen of the world. Now in India it is unanimously agreed that even if the national languages replace English as the medium of instructions, English will have to be to get. There are today three categories of people in India who want to use English: the first group consists of those who want to use it as an instrument of communication. The second group is of those who are in favor of use of English as a medium for driving substance from the world literature. The third group consists of a small minority who use English language as a medium of creative exploration and self expression.

Role of English language in India

In India English continues to be the medium of instruction in colleges, universities and as the language of the administration. Empathizing the role of English, one of the education Commission has empathizing asserted, “for a successful completion of the first degree course, a student sold possesses and adequate command of English, be
able to express himself with reasonable as and felicity, understand lectures in it and avail himself of its literature. Therefore adequate emphasis must be laid on its study as a language right from the school stage.”

For over a century and a half, Indian intellectuality has been studying English and now it has entered the fabric of India’s culture. It places an important role in various fields as follows:

1. English is the official language of administration. It is given the status of associate official language of the union for an indefinite period which has been granted by an act of parliament in 1963. It also helps in exchange of ideas between the state and the central government.

2. It is the language used by supreme court of India and is often referred as the court language.

3. English is the language of international trade and industry. Business and trade across the country is carried through English. Even semi literates on travel and trade are prompted to use English to carry on conversation with people. For other states for a healthy exchange of ideas and views.

4. In society English concentrates as an asset language. The highly educated and sophisticated sections of the society find it more percentages to converse in English as its world boost of their image in the society. A good command over the use of English language is considered as a social asset as it world also instill self confidence in an individual.

5. English is concentrate to be at window of the modern world. F.G. French (1962) rightly points out “it is only through this language we have displayed the essence of modern knowledge
in all fields of human activity. Anyone who can read English can keep in touch with the whole world without leaving his own house”. English helps us to keep in pace with the explosion of knowledge in scientific and technological advancement. English is the window, which open with the vast prospect of human achievement and becomes to new horizons beyond.

6. English is the link language. English is the only language spoken by people all over the world. It connected the people on the globe to every nook and corner and there is not even a single country, with those not use this language. It is also known as global language because it helps in communicating to get ideas and feeling of people of different nations and in developing friendly relation between people and countries. In a multilingual country like India, it is the only language, which is understood in all Indian status and acts as a great unifying force in our country.

7. It is a library language. About sixty percentages of the books in the field in science and technology are in English. It is also the most widely used language of the mass media. It is highly useful to the post graduate and professional students in collecting information which published in various journals and magazines which are available only in English. It is also useful to the professional people for improving their professional competency and for keeping themselves abreast of others about the latest information in various fields.

From the above it may be easily concluded that English plays an important role in our national life. English had great importance during
the British rule. However it is more important today than it used to be before.

**Status of English Language**

Of all the languages in the world today English deserves to be regretted as a world language. It is the first language of the United Kingdom, United States of America, Canada and Australia. In addition it is spoken and read by many millions of Europeans, Africans, Chinese, Indians, Japanese and South American as a second language. It is the most common and powerful means of communication between the people of different nations. One person out of every four on earth can be reached through English. Randolph Quirk points out that where are now about two hundred fifty millions people for whom English is the mother language of first language. If we add to this the number of people who have a working knowledge of English as a second language (many Indians, Africans, Frenchmen, Russian, etc.) the figure becomes 350 million.

If we look at the media we find that over 50% of world’s newspapers, over 50% of world’s scientific and technical periodicals and more than 60% of world’s radio station use English as medium of communication.

From the above facts it can be understood that English is an international language. It means it helps in interlinking the people of other countries of the world. F.G. French rightly points out that “because of rapid spread of industrial development, science and technology, international trade and commerce and the close interdependence of nations, English has become a world language.”
English entered into India through the British rule. As the latter ruled India about 400 years, their language had profound influence upon India. Though teaching of English had stated for their vested interests, it now became necessity of people. It developed from Grammar – Translation method to the use of Audio-Visual aids in it.

In the early stage, colonizers’ main purpose in teaching English was to create the clerks and the mediators between the colonizer and the colonized for their work. To that end, they used some methods. Slowly, many people began to learn it for their higher studies. Now, it is being taught from the primary level.

In the beginning, they used Grammar-Translation method for English teaching. The structures were being taught with the help of their mother tongue. This method made the readers conscious of what they were speaking and writing. This made the learners better clerks than better users of English. Later, instead of explaining structure first and then examples, the method of providing examples first ad making the learner derive the structures by himself. It gave some scope to the unconscious learning. The use of mother tongue was lesser in this method. In the post colonial ear, the use of teaching aids was being introduced; its main purpose was to eliminate the use of mother tongue to the possible extent. It even made the learning and teaching processes more interesting and lively. The innovative thinking was sprouted in both the teachers and the students. Later, the Methodists thought that the language environment places a vital role in learning the language. As natural English language environment was not possible, they created the activities like the role plays of real life situations and opinion based...
activities. It helped the learners to get some speech acts. It further influenced their level of fluency of their English. At this stage, the Methodists nearly banished the use of mother tongue in teaching English. By the development of the electronics, the methodology of teaching English was turned from the simple use of the board and chalk to the use of audio-visual aids. By the audio aids, the chances of getting correct accent of English have been increased. The visual aids helped the learners to get pictures and video for the topic he is learning. It lessened the burden of the teacher. Unfortunately, these aids were not much sued for this purpose in India. Recently, the Received Pronunciation has got much attention. Some separate institutes to teach Phonetics have been established in cities and towns.

2.3.3 English in Gujarat

The state of Gujarat came into existence on May 1, 1960. Before that Gujarat and Maharashtra were a combined state. It was called ‘Bombay’ state. A few weeks after independency of Gujarat, the chief minister of Gujarat held a conference on 26th may 1960, for deciding the status of English in school of Gujarat. The government appointed the L. R. Desai committee, to discuss the place of English in the education set up of the state and to study the various aspects of ELT requirements. The outcome of this conference was echoed in press conference addressed by Shri Hitendra Desai, the minister for education in the state, on end of June, 1960. He announced the following decisions made by the government of Gujarat.

1. To continue teaching English in Std. VIII, IX, X and XI as a compulsory subject.
2. To allow schools to teach English as an optional subject in std. V to VIII, besides school hours.

It was implied that no grants from the state would be released for paying the salaried of the teachers for teaching English in std. V to VII. The schools offering English at this stage were supposed to incur the expenditure themselves. During the year 1965-66, English was introduced from std. V as voluntary basis. About two hundred schools in the state taught English from std. V. in 1970 English became an optional subject in std. V to VII, compulsory in std. VIII, IX and optional in std. X, in the 1980s it was made compulsory but only for the students who opted for science course at HSC level, but now it is taught as a compulsory subject from primary level.

From the last few years government of Gujarat has been trying much to give importance to English language teaching. As a result of new approach of English language teaching is implemented in a new syllabus of English. The Department of Education has set up different bodies for monitoring and implementing education and commissioners of Primary Education look after the plan and policies in respective level of education. The co-ordination is done and every policy making institution is working together for common programme in teaching English for better and prospective future of learners.

2.4 Language Skills

**Language as a Skill Subject**

Language is often called skill Subject rather than a knowledge subject. In learning a mother tongue, “The first skill that a child acquires is the ability to understand the spoken word for example, the skill of
listening. Next the child tries to reproduce these sound sequences to express his own desires and needs and thereby acquires the skill of speaking. For an illiterate person, these two basic skills constitute his language ability. The abilities to read and write are matter of literacy. Language is therefore called a complex skill comprising:

A) Skill of Listening
B) Skill of Speaking
C) Skill of Reading
D) Skill of Writing

**Classification of Skills**

The Skills of Listening and Reading are Receptive Skills, because the skills of Listening and Reading are comparatively passive requiring less exertion on the receiving the end of the communication channel. On the other hand Speaking and Writing are Active Skills. Here the person, being at the transmitting end of the channel has to take the initiative. These two are called Productive Skills.
The Skills can also group in another manner. Listening and speaking which demand the exercise of the auditory speech organs, may be called Aural-oral Skills; While Reading and Writing, involving the visual and the psychomotor may be called Graphic Motor Skills.

(II) Classification of Skills

Aural-oral Skill  Graphic-motor Skill

Listening skill  Speaking skill  Reading Skill  writing Skill

Language is a skill subject unlike history or physics or mathematics, which are content or knowledge subjects. But even a language like English is taught as a content subject by many teachers, as a body of information and a number of rules and definitions. What is usually taught in the English classroom is the meaning of certain words and how certain words are combined form structures or sentences. In other words, the rules of grammar and meanings of the words are taught as another abstract subject. A student may know the rules of grammar but he may not be able to speak English knowing how to use the language.

The mother tongue is used very often for giving meaning of English words. Students have a false sense of achievement if they know the meanings of some words and some rules of grammar. This way
language is considered in its ‘static’ aspect, like a dead language rarely used.

A living language like English is not learnt this way. English is primarily a spoken language and takes the form of a running discourse, a conversation and not as a string of separate words. When we listen to utterances are related to the context of situation, and when we speak have to produce utterances or bits of conversation linked to the situation and not mere words arranged grammatically. Language spoken or written should be natural, not artificial.

Thus using language is essentially a skill in its dynamic aspects and not merely giving out facts or information. We learnt to speak our languages by speaking, not by studying words and their meanings from the dictionary. Speed and facility in listening and speaking are required by using a language. Such activity implies a skill or a number of skills arising from specific habits.

Language is a skill like painting or swimming which need more practice to become a better painter or speaker he will be. For acquiring fluency in speech in English, one should acquire a thorough mastery of the sound system of the language, the stream of speech and the ability to hear is the distinctive sound features. Vocabulary and structure, the other two elements of a language are only of secondary importance. In learning our mother tongue, very first speech was a number of sounds and combinations, which we learnt by listening and learnt unconsciously in relation to urges and desires. A second or a foreign language is also learnt the same way to start with.
Then our mastery depends upon experiences as we grow up. It tends to increase with the widening of our experiences. However one can exchange a conversation with a little useful vocabulary in the beginning. The adult learner can become a good speaker even with a small stock of vocabulary which are carefully selected and organized into utterances. One could then increase his content vocabulary with ease.

The students should be taught the entire sound system of English including pronunciation, stress and intonation and also structure, through a lot of speech and oral work. Learning English through speech gives a lot of time and scope for adequate practice; mistakes are corrected immediately and meanings are suggested by a lot of oral work. Hence language learning is an activity or a skill, which the learner acquires by practice.

**Difference between a Knowledge Subject and a Skill Subject**

Subject like History, Geography, Mathematics, Physics, Chemistry and others are said to be knowledge subjects. If a student has acquired a sufficient mastery of facts in those subjects, he may be considered as a person with a good knowledge of these subjects. But all crafts and arts like drawing, painting and other are said to be skill subjects. Mastery of these subjects means the ability to do something. In learning a language the ability or the skill in using the language is more important than mastery over facts and principles. Hence language learning is considered as a skill subject, not as knowledge subject. The teaching of a skill subject is different from the teaching of a knowledge subject. There is much difference in
a. Aim
b. Method of Teaching
c. Result Expectation

**Difference in Aim**

The aim of teaching a knowledge subject like History is to convey historical facts and information of which the student is ignorant. He has to trace the cause of war, events and results of war. Success in achieving his aim is measured by the amount of historical facts and information which he has been able to impart to his students. If language learning is considered knowledge subjects, then the number of new words he has been able to teach his students in a lesson and the number of grammatical points imparted to them should measure the teacher’s success.

Since the language is thought of as a skill, the extent of vocabulary and knowledge of grammar do not matter the least bit. But his success of achieving aim is measured by the fluency with which the student is able to use the controlled vocabulary, which is given to him. The aim of language is therefore to enable the pupil to express himself in simple fluent and grammatically correct language in any context.

**Difference in Method**

In teaching a knowledge or content subject like History, usually adopted method is the lecture method. The teacher has to impart fact and information. The pupils have to sit quietly, listen to the teacher carefully take down notes, memorize facts and information. Except these children have nothing else to do. Their participation is reduced to the minimum. Thus there are maximum number of teacher activity and the minimum number of students’ activity. But learning to use a language in speech and
writing is an art and like any other art it has to be learnt through regular practice.

Fluency in speech and writing is something that cannot be given to the students. He has to practice speaking and writing regularly and persistently until he is fluent. They have to form the correct language habits so that they become fluent in speech and writing. Therefore the primary duty of a language teacher is to enable his students to form such correct language habits. The teacher has to supply the model sentence. He should see that the students are sufficiently drilled in the use of these sentences. He should also guide and correct them when they go wrong. Thus the task of the language teacher is the same as that of a teacher teaching an art like carpentry or painting.

**Difference in the Results Expected**

If a student is able to reproduce most of the historical facts and information imparted by the teacher, he is declared to have passed History. He is also supposed to have acquired sufficient knowledge of the subject. But in the case of English, a skill subject, an examination in English should test his ability to use the language, not his ability to memorize the information given in the Readers. His success is measured by his ability to use simple and grammatically correct English fluently in speech and writing. Thus, language is not a knowledge subject but a skill and as such requires a special treatment.
Difference between a Foreign Language and Mother Tongue Learning

The learning of the mother tongue differs from learning the foreign language in a number of ways. Some of these points of difference are as follows:

1. The learning of the mother tongue is a natural process. On the other hand, learning a foreign language in an artificial process.
2. If the child does not learn the mother tongue, he cannot adjust himself in society. But even if one does not have a good command on the foreign language, he can lead a normal life.
3. The child learns the mother tongue in a natural environment. The foreign language is taught in an artificial environment.
4. The child has the strongest motivation to learn the mother tongue due to his needs and wants. The child has little motivation to learn the foreign language. The will or the determination to learn the language is not found here.
5. While learning the mother tongue the child is surrounded by a number of teachers like his parents and relatives coax him to learn the correct use of language. More often than not, the child’s only contact with the foreign language is in the classroom and that too if the teacher uses it is the classroom regularly.
6. A child uses the mother tongue from the moment when he is born. He develops a natural affinity towards it and uses it in every moment of his life. There are a number of holidays in the school and the time devoted to the teaching of the foreign language is limited.
7. The child learns the mother tongue from different situations. The adults point out to certain things and tell the child their names. The child listens to a lot of sentences in the mother tongue and he tries to imitate them. Thus he grasps the situations or concepts and the language simultaneously.

8. When the child learns the mother tongue, his mind is clean slate and no other language interferes in his learning process. But when the child learns the foreign language, his habits of the mother tongue interfere with the learning of the new language.

9. The child learns the mother tongue very easily as it is given a good exposure and tries to imitate language as spoken by the people surrounding him. Whereas the child is exposed to the foreign language only within the school premises, that too if the students use it. Hence the child is not provided with ample opportunities to either listen or speak in the foreign language.

2.4.1 Listening Skill

Listening, speaking, reading and writing are the four basic skills, which are very important for acquiring a good command over a language. Listening and speaking precede reading and writing. In learning the mother tongue the child has ample practice in speech before he/she starts reading. The child by using the listening skill first learns certain sound and structures unconsciously and slowly develops the skill of speaking.

Listening and speaking are ultimately related to each other, though listening is reorganization skill and speaking is production skill. Both skills depend almost entirely on the learner’s knowledge of the pronunciation of word and articulation of sound in the language. That is
why in the teaching of English due emphasis must be given the development of skill of listening and speaking.

“Teaching Speaking, Listening and Writing” -International journal of educational development by Trudy Wallace, Winifred E. Steriba and Herbert J. Walberg (2004) have explained in deep about listening skill. Listening skill is essential for learning since they enable students to acquire insights and information, and to achieve success in communicating with others. Life within and outside school affords many listening opportunities, but some students fail to seize them because they let their minds wander or they may concentrate on what they want to say themselves rather than on what a speaker is saying. Teachers can show students why good listening is useful and even crucial in some situations. Poor listening can lead to unnecessary arguments and problems. As in the case of doctors, careful listening and questioning might even save lives. Students’ listening skills may be enhanced and tested by asking them questions about what they have heard. They may be given practice in note-taking and could be asked questions about the facts and inferences that may be made from their notes. They can be taught to recognize the difference between the main points and incidental or less relevant ideas and information. Learners can also benefit from practice in recognizing the purpose of presentations and other information they hear. It can be useful if they are taught to set goals for what they want to learn from a presentation and to monitor how well they accomplish their goals. Students can be taught to listen selectively for specific kinds of information, such as the main purpose, the themes, the details and any implications. They can even be tested for their ability to identify the essential information in the presence of irrelevant material and distractions, as is the case in much of adult life.
Listening and reading may be termed as passive or recognition skills (for in both these processes we only recognize the meaning of words used by others) where as speaking and writing may be termed as active or production skills. In the case of the letter, the user requires an active use of the language. The former two skills listening and reading are also known as skills of comprehension, while the latter speaking and writing are termed as skills of expression. Our job is to teach our students both the skills of comprehension and expression.

Have any ever thought about how a child learns its mother tongue? First it passes through a period of intense listening then only it begins to speak, read and write. So in a natural method of learning a language, listening comes first then follows speaking, reading and writing. Speech is the very foundation of any language. It becomes acquainted with the basic vocabulary and structures of language through speech, it is not difficult for him or her to learn read or write later. All the four skills however are interlinked and for acquiring good command over language, one should have to be thoroughly mastered in all the four skills.

**Role of Listening and Speaking in Learning English**

Rankin, a notable linguist, in his research he found that human being spent 70% time in communication. Out of 70% three fourth of time is spent in listening and speaking.

A study conducted by Barker, Edwards, Gaines, Gladney and Holley(1980) confined their views of the primary listening and shows that the position of verbal communication time spent by college students was 52.5% in listening, 17.3% in reading, 16.3% in speaking and 13.9% in
Gillbert (1988) noted that students of kindergarten to high school were expected to listening 65-90% of the time.

Listening and speaking are playing a vital role in the acquisition of other two skills because they formed a firm foundation in language learning.

Anyone having the ability to understand spoken English can:

1. Recognize the English speech sounds in isolation as also combination.
2. Understand the lexical meanings of words in context and grammatical meanings of structures.
3. Understand the meaning conveyed by stress and intonation patterns, and
4. Distinguish such sounds from similar sounds in the mother tongue.

Anyone having the ability to speak English can:

1. Produce the characteristic of English speech sounds in isolation as also in combination.
2. Use appropriate stress and intonation patterns and
3. Use appropriate words and structures to express the intended meaning.

Listening is generally considered a passive skill whereas speaking is considered an act an active skill. However listening is not only passive but also an active skill because it involves decoding a message and understanding of it. The listener has to indicate by his response whether
he has understood the message or not. The skill of listening can be developed through systematic teaching.

To cultivate the listening ability of it is desirable to give a good practice in listening extensive and intensive. Extensive listening implies exposures to a wide variety of structures and sounds. Intensive listening is concerned with just one or two specific points.

Listening is found to be most effective when it is done in preparation for speaking. Indian students generally suffer from the following weaknesses, which hamper their ability to listen.

i. Inadequate range of words and phrases that are understood.
ii. Inability to maintain attention
iii. Inability to understand speech delivered at a fast speed.
iv. Inability to understand against background noise due to acoustic/electrical interference.

Following remedial measures may be adopted.

i. The students should enrich their vocabulary.
ii. Dictation helps in sharpening attention. Listening to broadcasts or recordings or films is also helpful.
iii. The student should learn correct pronunciation for each word.
iv. In order to improve the listening capacity of the students, the teacher must adjust his pace of speech according to the standard of the student and then gradually speed up.
v. The teacher should also use specially prepared recording for improving the listening skill of the students.

Apart from these activities, the students should be trained in listening to connected speech at normal conversational speed. For such listening practice, record and pre-recorded cassettes can be used, or the teacher himself can speak the passage at normal conversational speed.

**Developing Listening Skill**

The pupil should be trained to listen to the teacher’s English, other people’s English and occasional talks on the radio and on tapes. Listening comprehension is neglected in schools. In their pre-occupation with covering the portion’s the teachers rarely set apart any time for the listening practice.

For this purpose the teacher should perfect in his own speech by listening to standard spoken English. They should remember that their student’s spoken English would not be better than own English. Constant practice and deliberate cultivation of good English is necessary for teachers of English.

While listening to others, people are likely to be casual and careless. They often switch off their minds from the task on hand. They should focus their attention on what is being spoken. In the classroom all listening is intensive listening with their attention on the sounds, stress and intonation.

The teacher should give systematic practice to the students in listening to the sounds. He should make the sounds like vowels,
consonants and diphthongs separately and isolated and also in syllables and words. He should ask them to distinguish between the sounds.

The following are some of the listening exercises, which will improve the listening skill of the students:

1. The teacher should make use of minimal pairs.

2. The teacher should say the following pairs of words and sentences and asks them whether they are same or different.
   - Rise-rice
   - Peace-peas
   - Face-phase
   - Hit-heat
   - Write-right
   - Let-late

3. He should make them listen to the following words with diriment stress patterns and ask them to identify the stressed syllable.
   - ‘Rebel-re’bel
   - ‘Conduct-con’duct
   - ‘Increase-in ‘crease

4. The teacher should give them some commands and the students do the actions. If they do the actions correctly, their listening skill is good.
   - Go to the window.
   - Open the window.
5. The teacher should draw a sketch map of a village on the blackboard. He should give them some directions, which they should mark with a colored chalk.

Mark the village pond.

Move your pencil from pond to the village market.

We move it to the post office.

6. The teacher should read a listening passage. Then he must ask them a few questions to check if they have listened carefully and correctly. He must ask them simple questions from the passage.

7. The teacher should play a tape containing some recorded speech. First should tell them what to expect on the tape and suggest a few questions for which they have to answer, as they listen. This is a very good exercise for improving listening comprehension.

The students have to be very attentive because, as in the Radio, the speaker is not physically seen in front of them. They have to quickly train their ears to catch the sentences carefully and quickly.

**Hearing and Listening**

The first step of listening is to hear the message. But there is different between hearing and listening. Hearing and listening both are different matter but considered as same. They both working by the same sense, ears but there is theoretical and scientific difference between them. Listening is more than just hearing. Hearing never stops because hearing is natural, unintentional and ongoing process where as listening is
systematic, intentional and specific process. Hearer doesn’t require any effort to hear sounds, noise etc. but listener requires serious efforts, attention and concentration on speaker’s ideas. Hearing is considered the ability to receive sound, signals through ears but listening involves reception understanding, recognition and comprehension of the messages. Both are Biological process but listening is psychological process too.

Raymond L. Fitscher distinguished between listening and hearing in his book “Speaking to Communicate”. (1972) that “Hearing and Listening are not necessarily the same. Hearing involves the process by which sound waves enter the ears. Listening is more than just hearing. It is the comprehension of what is said and it should result is metal reaction”

Ducker Sam said in his “Encyclopedia of Educational Research” that “Hearing involves the conversion of pressure sound waves into aural impulses which move into the brain for interpretation”.

**Process of Listening**

There are three steps involved in process of listening:

**Input → Processing → Output**

**Input**

Input is considered as reception phase of listening. In it sound signals are received through ears.

**Processing**

This phase considered as recognition phase of Listening. In it sound, words, utterances are recognized into meaningful units. The
listener applies his previous experiences to these sounds and words. These previous incidents and experiences condition the listener’s attempt of recognition phase of listening.

**Output**

In this phase listener interprets and comprehends the meaning of the sounds, words sentences and utterances. The listener changes his behavior, attitude or course of actions by interpreting what is heard and processed in the brain.

Process of listening also can be divided into two types. These are as follows:

- **a. Bottom Up Processing:**

  In this type of processing, the listener requires linguistic competence to analyze and categorize different sounds, words sentences into appropriate grammatical units. The listener has to rely solely on received sound signals and noise. Bottom up processing is physical phenomenon.

- **b. Top Down Processing**

  In this type of processing, the listener applies his background knowledge, previous incidents, and experiences, happenings, to the understanding of words, sounds, noise and ideas. This processing is conditioned and shaped by listener’s experiences of the world.
Real listening is an Active Process That Has Three Basic Steps:

1. **Hearing**: Hearing just means listening enough to catch what the speaker is saying. For example, say one was listening to a report on zebras, and the speaker mentioned that no two are alike. If one can repeat the fact, then one have heard what has been said.

2. **Understanding**: The next part of listening happens when you take what one has heard and understand it in one’s own way. Let's go back to that report on zebras. When one hear that no two are alike, think about what that might mean. One might think, "Maybe this means that the pattern of stripes is different for each zebra."

3. **Judging**: After one is sure one understand what the speaker has said, think about whether it makes sense. Do you believe what one has heard? One might think, "How could the stripes to be different for every zebra? But then again, the fingerprints are different for every person. I think this seems believable."

**Tips for Being a Good Listener**

1. Give full attention on the person who is speaking. Don't look out the window or at what else is going on in the room.

2. Make sure once mind is focused, too. It can be easy to let once mind wander if one think one knows what the person is going to say next, but you might be wrong! If
one feels your mind wandering, change the position of once body and try to concentrate on the speaker's words.

3. Let the speaker finish before one begin to talk. Speakers appreciate having the chance to say everything they would like to say without being interrupted. When you interrupt, it looks like you aren't listening, even if you really are.

4. Let yourself finish listening before one begins to speak! You can't really listen if one is busy thinking about what one wants say next.

5. Listen for main ideas. The main ideas are the most important points the speaker wants to get across. They may be mentioned at the start or end of a talk, and repeated a number of times. Pay special attention to statements that begin with phrases such as "My point is..." or "The thing to remember is..."

6. Ask questions. If one is not sure one understand what the speaker has said, just ask. It is a good idea to repeat in once own words what the speaker said so that one can be sure once understanding is correct. For example, one might say, "When one said that no two zebras are alike, did one mean that the stripes are different on each one?"

7. Give feedback. Sit up straight and look directly at the speaker. Now and then, nod to show that one understands. At appropriate points one may also smile, frown, laugh, or be silent. These are all ways to let the speaker know that one is really listening. One listens with once face as well as ears too.
2.4.2 Speaking Skill

Riri Isriyah Suryati said that Speaking is the process of orally expressing thought and feelings of reflecting and shaping experience, and sharing information. Speaking is a complex process, which involves thinking language and social skills. The speaker combines words to sentences and paragraphs and use a language style that is appropriate to a social context. Speaking is development for the relationships between a speaker and her hearer. In addition, speaking is determining which logical linguistic, psychological and physical rules that should be applied in a given communicative situation.

To reach the above goals, the students should have a stock of vocabulary and should acquire fluency and accuracy of speech. To be fluent one should unconsciously and automatically. He should be able to use appropriate intonation to word groups so as to indicate statements, questions and feelings. The teacher need not insist on faultless accuracy of speech in the beginning. He should realize that students learn by making mistakes.

In view of the limited time for teaching English on the timetable, the teacher may make use of various types of drills to develop speech habits. Drills help the students to fix the sounds, stresses and intonation and word order of English sentences automatically. The drills however should not become mechanical and boring. Supported by good prompting real situations in and around the classroom and from home and stories will make the drills meaningful and interesting. Gradually the teacher may have question and answer sessions to drill some difficult patterns like general past tense, if clauses etc.
Pictures may be used extensively to promote oral composition. The children like role play immensely. They love to act the part of different characters in a play or a story. They should be given different roles to and asked to deliver their speech naturally. These speeches may be based on a story or a textbook lesson. The practice in speaking may be started by the teacher with dialogues. For such a practice, dialogues on simple, contextualized situations may be tried between pair of students. In this the teacher should play the role of a guide and must not curb the freedom of expression. In this way enough opportunities must be provided to the students to practice certain phonological, grammatical and lexical items. Dialogues in a story are the most natural way of making them learn to speak, as there is immediate connection between situation and sentences, experience and expression. The teacher may read the dialogues with action, gestures and feeling and children can imitate him.

Another technique that can be used is reading aloud Reading aloud makes the students to learn sounds and stresses correctly. The teacher can point out their mistakes and correct them as they read aloud, however this techniques practice only to a few students and bores everybody else. Some other drawbacks of loud reading are as follows:

a. It can be embarrassing to the reader, as it tends to make him conscious of his own voice.

b. It interferes with the proper business of reading lesson i.e. to increase the reading speed.

c. The practice is random and not specific.

d. The material chosen from the book is generally not connected with situation.
While giving a practice in oral English the following points should be given due consideration:

1. Teacher should write down the correct transcription for any mispronunciation that he hears.
2. Teacher should pay particular attention to the following:
   
a. Misplaced stress on syllables and words or absence of stress at all.
b. Confusion between sounds with meaningful contrasts.
c. Failure to discriminate between long and short-diphthongs.
d. Interference of the phonological system of the mother tongue of the learner.
e. Failure to aspirate initial /p/, /t/ and /k/.
f. A tendency to aspirate /h/ when not required.
g. Productions of the harsh sounds /r/ in words like ‘wonderful’, ‘far’ etc.
h. Misapplication of lexis and idioms.

For the development of the skill of speaking English in his students, it is desirable for an English teacher to speak English correctly and he should ensure that his own spoken English is good.

Like listening reading is a decoding process which involves many physical, intellectual and often emotional aspects. Further it entails the ability to recognize graphic symbols and their corresponding vocal sounds. Thus reading skill consists of three important components (I)
reorganization of the graphic marks, (ii) the correlation of these with formal linguistic elements, (iii) and the correlation of these with meaning.

**Reducing Speaking Fear**

“Teaching Speaking, Listening and Writing” -International journal of educational development by Trudy Wallace, Winifred E. Steriba and Herbert J. Walberg (2004) have given the ideas regarding speaking skill which are presented here by the investigator. Children, adolescents and adults sometimes fear the challenge of sustained, formal speaking before large groups. Teachers can help reduce unrealistic fears by pointing out how common they are among people and what to do about them. They can also help to reduce such fears by maintaining a friendly atmosphere in the class and providing opportunities for students to practice alone or with one other student and then before increasingly larger groups. Thus, students can practice speaking in front of their peers who face the same situation. Students can practice presenting information, answering questions and holding group discussions. Frequent classroom presentations and discussions enable teachers to diagnose and remedy problems. Students can benefit from learning by setting themselves presentation goals and assessing their own progress. Observing proficient speakers can help students to set such goals. Practicing oral presentation in these ways can lessen students’ anxieties while, at the same time, helping them to learn the subject matter of the lesson. Students are less likely to be fearful and anxious and more likely to do well if they are well prepared. Preparedness can be enhanced by in depth mastery of the subject matter, appropriate organization and rehearsing the presentation.
Today’s world is one where speech abounds. The electronic media has brought into our houses and daily lives speech in every form. In spite of this abundance of talk, speaking is still a difficult skill for Indians. This is because in India, opportunities for practicing speaking in English in an authentic communicative setting are not sufficient. This is true in spite of the fact that English is widely used in education, career making, business contexts and it is the associate official language of the country.

Opportunities for speaking practice should be provided. Teachers and trainers need to design activities involving pair work, group work and role plays and stimulate the student’s intrinsic problem solving abilities. Speaking is an active process and students learning it need to take an active role in developing from real world are used as starting points for establishing genuine communication among the learners.

A perfect English pronunciation according to Connor (1980): “In one sense there are may be different kinds of English as there are speakers of it; no two people speak exactly alike—we can always hear differences between them and the pronunciation of English varies a great deal in different geographical areas. How do we decide what sort of English to use as a model? This is not a question which can be decided in the same way for all foreign learners of English. If one lives apart of the word like India or West Africa, where there is a tradition of speaking English for general communication purpose, one should aim to acquire a good variety of the pronunciation of this area; such varieties of Indian English or African English and the like are to be respected and used as a model by all those who will need their English mainly for the purpose of communication with their fellows in these area. It would be a mistake in these circumstances to use as a model B.B.C. English or anything of the sort.
On the other hand, if one live in an area where there is no traditional use of English and no body of people who speak it for general communication purpose, then one must take as ones model some form of native English pronunciation, and which form one choose does not very much matter. The most sensible thing to do is to take as ones model the sort of English which one can hear most often. If one has gramophone records of English speech based on, let us say, an American pronunciation, make American ones model; if one can listen regularly to the B.B.C., and use that kind of English. But whatever choose to do, remember this; all these different accents of English have a great deal in common, they have far more similarities than differences, so don’t worry too much what sort of English one are listening to provided it is English.

In this book author cannot describe all the possible pronunciations of English that might be useful to one so author shall concentrate on one, the sort of English used by educated native speakers in south-east England often referred to as Received Pronunciation (R.P. for short), that is ‘accepted’ pronunciation. R.P. will be the basis; but he was less interested in making to speak with this particular accent of English than in helping people to make the necessary differences between the basic sounds which are found in all kinds of English; these are fund in R.P. and because of this it is as useful to describe R.P. as to describe any other native pronunciation, and if one really want to speak with a British accent, then this is as good as any, in the sense that it is widely acceptable”.

**Specification of Speech Skill Objectives**

_Gandhi_ gives clarification and specification of speech skills as Oral expression in correct language is incomplete if it is not associated
with the proper mode of speech. English speech has many peculiarities of its own and so in India, where there is a plethora of regional languages, the teachers at the secondary schools have to give attention to the cultivation of desirable modes of speech in English.

The teaching programmed designed to develop appropriate speech skills in the pupil at the secondary schools should, therefore, bring about the following types of speech patterns in his linguistic behavior.

(a) He pronounces individual words properly.
(b) He pronounces words properly while speaking continuous sentences.
(c) He stresses words properly in continuous speech.
(d) He speaks continuously with proper intonation.
(e) He speaks continuously with people speed and pauses.
(f) He speaks continuously with clarity of voice and ease of delivery.
(g) He speaks expressively with appropriate gestures and actions.

**Need for Oral Instruction**

**Jones** considers oral instruction in teaching of pronunciations as an important aspect. Some features of pronunciation can only be learnt with the aid of a teacher; others can be learnt from books. The services of a teacher are required mainly in connection with difficulties of recognition and disabilities to produce sounds with speech organs. The functions of a teacher in regard to these difficulties are: (1) to act as a model of
pronunciation, (2) to give the pupil ear-training exercises, (3) to tell him whether his attempts at the pronunciation of the foreign sounds and sound sequences are successful or not, and (4) where the instructions in books are inadequate, to devise means which will help the pupils to improve his pronunciation of the difficult sounds and sound-sequences.

According to Sethi and Jindal in English, there exists no single form of pronunciation which alone can be regarded as correct. As this language is spoken very widely over the world, it has developed a large number of spoken varieties, called ‘accents’ (to be distinguished from the same word, meaning prominence of a syllable in a word). The accents knows as the Educated South-eastern British, educated Scottish, General American, Educated Canadian, Educated Australian and South Africa are all regarded as correct, acceptable and respectable forms of pronunciation in their respective countries. In India there are many accents of English, some of them diverging so widely from one another (for example, Assamee English and Malayalee English) that, for a good part, they may be mutually unintelligible. We cannot recommend any of these Indian accents since none can function as an efficient tool for oral communication across regional boundaries.

According to Jones the first question that confronts a person wishing to acquire an acceptable pronunciation of foreign language is: Which of the various forms of pronunciation ought to be learned? No two persons of the same nationality pronounce their own language exactly alike. The differences may arise from a variety of causes, such as locality, social surroundings or early influences, and there are often individual peculiarities for which it is difficult or impossible to account. The existence of all these differences makes it difficult for foreign learner to know which type of English pronunciation to acquire. It is not so possible
to consider at the present time to regard any special type as ‘Standard’ or as intrinsically ‘better’ than other type.

He further notes that all speakers use more than one style of pronunciation. A person may pronounce the same word or sequence of words quite differently under different circumstances.

Good gramophone records can to some extent relieve the teacher of the first of these duties. In regard to the teacher’s duty, it should be remarked that all students do not have the same difficulties, and a book on pronunciation cannot provide for the needs of every individual student. The most that a book can do is to deal with the difficulties of pronunciation most frequently met with. The rest must be left to the phonetically trained teacher. Sound-order can be learnt from books of phonetic texts. Usage in regard to length, stress, and pitch can likewise be ascertained from books. To attain ability to achieve properly requires neither book nor teacher. It is a matter of private practice on the part of the student.

2.4.3 Reading Skill

It is said that one who reads is the one who leads the world. Developing effective reading skills is one of the basic responsibilities of language teachers. Effective reading skills are essential to everyone. The readers will be acquainted to various aspects of reading skills in this unit. Sonerschein said that “Reading is thinking under the stimulus of the printed text.”

According to Chakrudev, “Reading is understanding and interpreting the written or the printed message.” The writer has coined the
acronym ROD to describe the process of reading. The acronym ROD stands for the following things:

1. **R**: Recognizing linguistic structure: in this phase, a reader recognizes and identifies lexical and grammatical units of the message. Reader glances over the text to understand linguistic structure of the text.

2. **O**: Organizing these structures by careful thinking: In this part a reader organizes the contents of the message which are grammatical, readable and understandable.

3. **D**: Decoding and interpreting the message: In the last phase, reader attempts to understand and comprehend meaning the message. When the reader understands the message fully and exacts the process of reading ends formally.

There are different speeds of reading. Basically, language teaching theorists enlist the three different speeds of reading. Weber, Platt and Richards give following speeds of reading: 1. Slow, 2. Average and 3. Fast or rapid reading.

1. Slow reading speed: students use this type of speed when studying a difficult text for comprehension and information. A reader reads a text at the rate of 200-300 words per minute. Slow reading aims at 75-90% comprehension and extraction of information.

2. Average speed: Average reading speed is used for day today reading of various texts. Learner reads newspapers, reports, magazines, etc as a routine task. Average reader reads
the text at the rate or 300-500 words per minute. This type of reading aims at 60-70% comprehension.

3. Fast or rapid reading: Fast reading speed is used for skimming and sampling the text. The reader reads at very high speed at the rate of 600-800 words per minute. Fast reading aims at 30-50% comprehension.

There are different types of readers like poor reader, Average reader, good reader and better reader.

2.4.4 Writing Skill

“Teaching Speaking, Listening and Writing” -International journal of educational development by Trudy Wallace, Winifred E. Steriba and Herbert J. Walberg have presented the ideas regarding writing skill. Writing is the final product of several separate acts that are hugely challenging to learn simultaneously. Among these separable acts are note-taking, identifying a central idea, outlining, drafting and editing. Both young and old people can encounter the discouraging ‘writer’s block’ if they engage in more than one or two of these activities at once. It is difficult to start writing a report, for example, without a central idea and notes to support it. Often, the more detailed an outline, the easier is the writing. People frequently find that they can finish faster by writing a first draft quickly and then editing and revising this draft. Students may have different levels of computer skills that may affect their writing. Some, for example, may be fast at keyboarding, while others may not know where to place their fingers. As in the other acts of writing, it may be worthwhile learning and practicing keyboarding in isolation before using it to carry out the principal writing tasks. Although research is not definitive, it appears that computers can be both harmful and helpful in writing and learning to write. Some experience suggests that the neat
appearance of words on the computer screen may suggest to students that all is well, even in the presence of logical, grammatical and stylistic errors. On the other hand, computers can make the rearrangement of words, sentences and paragraphs and other revisions far easier. Similarly, some more recent programmes can spot spelling and grammatical mistakes and suggest corrections.

As in eminence in other fields, great writers have often had not only their own writing ability but also strong motivation, supportive parents, inspiring teachers, informative literature and direct experiences, as well as exposure to skilful peers and fine writers. While perhaps only one in 100,000 or 10 million can attain the status of a great writer who is long influential and long remembered, all students can be encouraged to write as well as they are able. Thus, parents who themselves write and who encourage, guide and express interest in their children’s writing may be exceptionally helpful. From libraries, exchanges and purchases, they may be able to supply their children with magazines, books and other stimulating materials, as well as providing them with interesting experiences for joint discussion. Similarly, teachers may not only conduct skilful lessons but also stimulate all students to become better writers, and identify talented writers for special encouragement and lessons. To become better writers, students may need to read good even great literature that can serve as a model for their own efforts. Hearing and reading about the lives of great men and women writers and how they developed their talents may stimulate them. Direct contacts with professional writers, such as novelists and news reporters, may be inspirational. Inquiry and discovery also inspire great writing. Having topics that a person cares deeply about, as a consequence of personal
interest and investigation, may prove decisive for a fine writing and even lead to a life devoted to writing.

2.5 History of Audio - Visual Aids

The word ‘audio’ refers to hearing and the word ‘visual’ to seeing by giving aid to the ears and eyes, they help in making the impression of the lesson permanent in the student’s mind. The audio-visual aids are tools of record to improve speaking skill that are use for several times and more than others. These things have been employed for many years in the classroom, where the object picture section and gestures have been systematically used with audio-visual work to elucidate meaning, this practice has been an essential element in teaching. Audio-visual aids can clarify the material more easily in teaching learning process.

Prof. Vinayak Gopal patil has written in his article about the history of audio visual aids. A Dutch Humanist theologian and writer Erasmus (1466-1536) disclosed memorization as a technique of learning and advocated that the children should learn through the aids of pictures or other visuals. While John Amos Comenius prepared a book known as Orbis Sensilium Pictus (the word of sense objects) which contained near about 150 pictures on aspects of everyday life. This is considered as an illustrated book for the children education. The term visual education was use by Nelson Greence in 1926. Aric identified four revolutions in education:

1. Education from home to school.
2. Written word as a tool of education.
3. Invention of printing & use of books

Audio Visual aids are not newer media of teaching and learning. Audio Visual aids used for instruction in an outstanding development in modern education. It is natural source in education. It appeals to mind through the visuals and auditory sense organs. Good audio visual aids have eye and year appeal. They enable us to make ideas and concepts clear. They raise learning from verbalism to true understanding. Making words and phrases real is the greatest potential of audio visual devices. Learning can be made interesting vivid and effective through audio visual aids. They can’t substitute real teaching. They can’t teach by themselves. They need skillful teaching to make them effective. The teacher must prepare the class through it and follow it after its complication. It short audio visual is instructional device. An instructional device is any device that assists an instructor to transmit to a learner facts, skill, 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.

There are eight criteria for evaluating an audio visual material as an instructional tool for a particular class at a particular time.

- Does it give true picture of the ideas it presenting?
- Does it contribute to the meaningful of the topic under study?
- Is it appropriate for the age, intelligence and experience of the learners?
- Is their teacher guide available to provide help in effect ineffective use of the material?
• Does it make the students better thinker critical minded?
• Does it tend to improve human relations?
• Is the material work the time expense and effect involve?

Edger Date has found the audio visual material whom properly used in the teaching situation can accomplish the following:

• They supply a concrete basis for conceptual thinking and hence reduce meaning word responses of student.
• They have a high degree of interest for students.
• They after reality of experience which stimulates self activity on the part of pupils.
• They develop a continuity of thought. This is especially true of motion picture.
• They contribute to the growth of meaning and hence to vocabulary development.
• They provide experience not easily obtained through other material and contribute to the efficiency depth and variety of learning. Audio visual material can be counted in what properly used to the following:

  I. Reduce verbalism.
  II. Make learning permanent.
  III. Add interest and involvement.
  IV. Stimulate self activity.
  V. Enlarge the range of possible experiencing.
  VI. Teach efficiently.
  VII. Add highly useful variety.
  VIII. Into the effectiveness of the other material.
Use of Audio Visual Aids in English Teaching

Audio visual aids form the basis of the teaching of English language. The main purpose of audio 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.

The article regarding audio visual aids “Getting it on Video” has given some advantages of these aids. Audio visual equipments can help to put across the message clearer and better. It is much easier to show charts of statistics on a slide than reading out every figure. It also enables you to save time. They can also add a variety to long speeches, which can maintain interest and enthusiasm, and increase the possibility that your audiences will absorb and retain a message longer in their minds. In order to make the right choices on the use of audio-visual aids, one should be aware of their advantages and disadvantages before focusing on other factors that may likely influence the presentation.

Role of Audio Visual Aids

The following are the advantages of teaching through audio visual aids

1. They help to avoid excessive, empty and meaningless verbalization in teaching English.
2. They provide direct sense experience to the students.
3. They help children to form clear and accurate concepts in English.
4. They make teaching and learning more effective.
5. They provide variety to teaching.
6. They provide interest and inspiration to the students.
7. They create language learning atmosphere.
8. They save time and energy of the teacher.
9. They reduce over dependence on another tongue.
10. They clarify the subject matter.
11. They stimulate interest in learning new things.
12. They bring students in direct contact with object and make classroom environment lively.
13. They help to strengthen the student’s memory by evoking all his senses.
14. They make near what is at a distance.

**Kinds of Teaching Aids**

Teaching aids are of three types:

1. Visual aids
2. Audio aids
3. Audio visual aids

In choosing the right teaching aid the teacher should consider their:

1. Suitability
2. Size
3. Cost
4. Portability
5. Availability

The different types of visual aids are:

1. Black board
2. Bulletin board
3. Flannel board
4. Charts
5. Pictures
6. Magnetic board
7. Models
8. Flash cards

The different types of aural aids are:

1. Radio
2. Gramophone
3. Tape recorder

The different types of audio visual aids are:

1. Television
2. Film-projector
3. Filmstrip projector

2.5.1 Visual Aids

a. Blackboard

The blackboard is the oldest method and most widely used teaching aid. It is also the teacher’s best friend and is used in a variety of ways. Its uses are innumerable and increase with the imagination of the teacher. The richer the imagination is the greater the use of the BB. Almost everything can be written the BB words, word groups, sentences, substitution tables, grammar items, comprehension questions etc,. On the BB everything should be written with care.
It is one of the most common visual aids in use. It is slightly abrasive writing surface made of wood, ply, cement, ground glass, asbestos slate, plastic with black, green, or bluish green paint on it. A chalkboard is generally installed facing the class that is either built into the wall or fixed and framed on the wall and provided with a ledge to keep the chalk sticks and duster. Portable chalkboards are available these days. Such chalkboards can be placed on a stand with adjustable height. Generally white chalk sticks are used for writing on the blackboard or chalkboards but some time colored chalk sticks are also used. Color chalk sticks are use for better illustration.

**Characteristics a Good Chalkboard**

Some of the characteristics of a good chalkboard are as follows:

1. Its surface should be rough enough so that it is capable of holding the writing on the board
2. Its surface should be dull so that it can eliminate glare.
3. Its surface should be such that the writing on the board can be easily removed by making use of a cloth or a foam duster.
4. Its height should be so adjusted that it is within the easy reach of the teacher and is easily visible to the students.

**Effective Use of Chalkboard**

We find that chalkboard is the most common teaching aid used by the teacher for writing important points, drawing, illustration, solving problems etc. The English teacher should keep the following points in mind to use the chalk board effectively. One must write in a clear and
legible handwriting, the important points on the chalkboard and overcrowding of information on the chalkboard must be avoided.

The size of the word written on black board should be such that they can be seen even by the backbenchers. The letters should not be less than one inch in height. The recommended height of letters on a chalkboard is between 6 cm to 8 cm. For this the teacher should frequently inspect his own chalkboard writing from the viewpoint of the backbench or a corner seat. There should be proper arrangement of light in the classroom so that the chalkboard remains glare free. To emphasize some points or parts of a sketch or a diagram coloured chalks must be used.

The teacher must rub off the information already discussed in the class and noted down by the students.

The teacher must draw a difficult illustration before hand to save the class time.

The teacher must stand on one side of the chalkboard while explaining some points to the students.

The teacher must make use of a pointer for drawing attention to the written material on the chalkboard.

Students may be allowed to express their ideas on chalkboard, or to make alterations or corrections. Sometimes the teacher may intentionally draw some incorrect diagram and ask the students to make necessary correction, alteration etc.

For maintenance of proper discipline in the class the teacher should always keep an eye on his class while writing on the blackboard.
For proper writing on chalk board the chalk stick must be broken into two pieces and the broken end of the piece be used to start writing.

While writing on chalkboard the teacher must keep his fingers and wrist stiff and move the arm freely.

**Advantages of Chalkboard**

Some of the advantages of chalkboard over other visual aids are as follows:

1. It is a very convenient teaching aid for group teaching.
2. It is quite economical and can be used again and again.
3. Its use is accompanied by the appropriate actions on the part of the teacher. The illustrations drawn on the black board capture students’ attention.
4. It is one of the most valuable aids for drill and revision.
5. It can be used as a good visual aid for drill and revision.
6. These boards can be used for drawing enlarged illustrations from the textbooks.
7. It is a convenient aid for giving lesson notes to the students.

**Limitations of the Chalkboard**

Some of the important limitations of a chalkboard are as under:

1. The use of chalkboard makes students very much dependent on the teacher.
2. It makes the lesson teacher paced.
3. It makes the lesson dull and of routine nature.
4. It pays no attention to the individual needs of the students.
5. Due to constant use chalkboards become smooth and start glaring.
6. While using chalk-sticks to write on chalkboard the teacher spreads a lot of chalk powder, which is inhaled, by teacher and students and it may affect their health.

**b. Bulletin Board**

It is a display board on which learning material on some topic is displayed. It is generally of the size of a black board but sometimes even bigger depending on the wall space available. It is generally in the form of a framed soft board or straw board or corkboard or rubber sheets. Such bulletin boards can be used for displaying the best work of students. However for an all purpose bulletin board the following type of display material is recommended:

a. Interesting science news
c. Broachers.
d. Cartoons.
e. Poems.
f. Sketches.
g. Pictures.
h. Photographs.
i. Thoughts.
j. Announcements etc.
An effort must be made to change the material on bulletin board as frequently as possible. Whenever the teacher starts a new topic he may ask the students to display the concerned material on the bulletin board and the teacher should specifically mention to the students the display material on the bulletin board while teaching a topic to the class. Students must be asked to take the charge of bulletin board by rotation.

**Use of Bulletin Board**

A bulletin board as an important teaching aid should be used for creation teaching aid following points must be kept in mind:

Effort must be made jointly by the teacher and the students to procure material from various sources on a given subject or topic.

Before displaying the material on the board the teacher must sort out the material relevant to a specific subject or topic.

One must make best use of aesthetic sense to display the material on the bulletin board.

One must fix a title for the specific subject or topic of display material on the top center of the bulletin board.

It is desirable if a brief description about the specific subject or topic is fixed below the title.

The height of bulletin board from ground level should be 1 m.

The bulletin board must be fixed in an area where enough lighting can be provided.
The material displayed should be large enough and should be
provided with suitable headings.

Overcrowding of material on bulletin board must be avoided.

**Advantages of Bulletin Boards**

Some of the advantages of bulletin board as a teaching aid are as follows:

1. It is a good supplement to classroom teaching.
2. It helps in arousing the interest of students in a specific subject or topic.
3. It can be effectively used as follow up of chalkboard.
4. Such boards add colour and liveliness and thus also have decorative value in addition to their educational value.
5. Such boards can be conveniently used for introducing a topic and for its review as well.

**Disadvantages of Bulletin Board**

Some limitations in the use of bulletin boards as teaching aids are as follows:

1. They cannot be used for all inclusive teaching.
2. They can be used only as supplementary aids to some other teaching aid.
3. At times it becomes very difficult to make proper selection of the display material for certain topic.
c. Flannel Board

It is also some time referred to as flannel graph or felt board. It is made of wood, cardboard or straw board covered with coloured flannel or woolen cloth. It is one the latest devices effectively used for science and language teaching. Display materials like cutouts, pictures, drawings and light objects backed with rough surfaces like sand paper strips, flannel strips etc. will stick to flannel board temporarily.

Use of Flannel Board

Following points must be kept in mind for effective use of flannel board as a teaching aid:

- The teacher should collect a large number of pictures or wall diagrams and back them with sand paper pieces. He may then make use of these by displaying these on the board one by one, after proper selection.
- The must display the material on the flannel board in a sequence to develop the lesson.
- The teacher must make proper use of flannel board for creating proper scenes and design relevant to the lesson.
- Flannel board can be used quite effectively for showing relationship between different parts of steps of a process.

Advantages of Flannel Board

Some of the advantages of using flannel board as a teaching aids are as follows:
• It is quite economical and easy to handle and operate.
• The pictures or cuttings can be easily fixed and removed when required without spoiling the material. Thus same material can be used for display many a times.
• Any display material on the board holds the interest of students and arrests their attention.
• Such boards enable a teacher to talk along with changing illustrations to develop a lesson.

d. Flash Cards

Flash cards as the name suggests, are meant for flashing the cards before the students for various purposes. Flash cards are thick cards on which pictures are printed or drawn. The picture may have its name below it. Whether to write the name of the picture or not depends on the purpose for which the flash card is going to be used. Flash cards may also contain words, phrases, sentences and vocabulary items. They are very useful in improving the eye span of the students the teacher must flash the cards before the students for a very short duration and the students must read the words written on the cards with great speed. These cards add to the students’ motivation and interest in learning the language. Some questions or commands can be also written on the flash cards. Students must read them and answer the questions or carry out the commands written on it. Good hand writing models may also be flashed before the students. These cards can be used any number of times to any number of students as per the wishes of the teacher.

e. Charts, Pictures and Models

Charts, Pictures and models also are important teaching aids.
Charts

Sometimes charts are needed by the teacher to supplement his actual teaching. In “Effective Technical Communication” writer has explained the value of charts by saying ‘Beautiful charts and graphs etch a mark in the mind and assist in the understanding in a pleasant way.’ Many types of charts like Bar Chart, Line Chart, Pie Chart, Area Chart, Radar Chart, Cylinder Chart and many more charts are useful to understand the matter easy way. There are certain charts where in the interior to supplement his actual teaching. There are certain charts where in the interior of something is depicted like various systems of human body, internal combustion engine, motorcar and many more.

Following points should be kept in mind while using charts as teaching aids:

1. An effort must be made to use charts prepared by students under the guidance of the teacher, however some charts may be purchased.
2. Only such charts must be purchased which have bold lines and in which such colors are used as could be seen and distinguished even by the backbenchers.
3. Charts should give only the essential details.
4. Charts should be properly and clearly labeled in block letters.

Sources for procurement of charts

b. Students and teachers can prepare charts.
c. Charts can be purchased.
Charts can be procured on a Very Nominal Cost from the following Sources

1. Ministry of Education, Govt. of India, Delhi
2. NCERT, New Delhi.
3. Director, Extension Service of College of Education in the State
4. SCERT of the State
5. District Public Relation Officer

Advantages of Charts

1. They can be made quickly.
2. They have a better appeal.
3. Only bare essential can be shown in the chart and unnecessary details can be avoided.
4. Charts are available from various sources.

Pictures

The following points must be considered while using the pictures

1. Pictures should be bold, direct, and sufficiently large.
2. Pictures should not be over loaded with information.
3. One picture should convey only one idea.
4. Pictures should be displayed in such a way and at such a height that each student can have a detailed view of it.
5. Every time a teacher of English reads magazines and newspapers his eyes must look at the pictures in them very closely and critically to see whether they can be utilized as a
visual aid during his day to day teaching. Pictures are useful in many ways.

6. Pictures are useful for direct illustration.
7. Textbooks are made interesting through pictures.
8. Pictures are used to enlarge students vocabulary and for giving oral drills.
9. They improve the taste and imagination of the students.
10. They help the teacher to avoid the use of mother tongue.
11. They create real atmosphere and situations in the classroom.
12. They are useful in oral and written composition.
13. Scenes of English and Indian life, story pictures, conversation pictures, pictures of nature, and pictures of great men may be collected and used in the classroom.
14. A good collection of pictures may be constructed as a picture album.

2.5.2 Audio Aids

a. Radio

Radio plays a vital role in education. The reason for using radio in education was the capacity of formal schools was not enough to accept all applications. People also separately lived in small villages and towns. Government did not have money to found formal school in each
village and town. The educators thought that radio could be used in education to teach.

Wireless radio was invented in 1895. After that the first patent for radio was obtained by Marconi in 1896 and then the first translate message was send to other place in December 1901. Until 1910 radio broadcaster did not have a new regulations or rules for their services in USA. For this reason, the Radio Act passed by Congress on August 13, 1912 was the first act regarding interstate communication by radio including issuance and registration of licenses. St. Joseph’s College in Philadelphia in 1912 received the first license. After the first license, other schools began to apply for radio license.

There is no doubt that mass media particularly radio and television has an immense potential in distance education. They were until recently, the major and most widespread and popular forms of electronic communication. It is unquestionable that both radio and television are likely to continue their domination in spite of technological developments in distance communication.

Radio broadcasting is the most accessible means of communication. In some countries it is only the up to date means of communication. The introduction of low cast transistors has made radio even more easily accessible. Because of the cheap and portable reveling sets tuned transistors one does not have to depend on the availability of electricity.

Radio can reach any place however distant. The place might be on condition that the radio transmitters are sufficiently powerful. Therefore it can spread education by reaching mass audience in geographically distant
and isolated areas. As a result it can simultaneously overcome the barriers of time, distance and illiteracy.

All India Radio has in its regular feature some programs meant for school children. In such a program generally talks on educational matters or on English topics are broadcasted. Such a talk is quite useful for such talk only if it possesses a good radio set and if a period is provided in the school timetable for listening to such talks. The school authorities can work out such an arrangement and then teacher can refer to such talks while teaching his students. It is also possible to synchronize the broadcast talk and some topic with the actual teaching of that topic in a class.

It is true that the radio cannot replace the teacher. However it has its special attributes which the teachers cannot have radio makes listening skill very powerful.

**Some Handicaps of such Broadcast Task are Listed Here**

Sometimes when the receiving set is not working satisfactorily there prevails a sense of strain in the classroom.

Some students are poor listeners and may not be benefited by such a talk although they benefit by normal teaching through questions, demonstrations and reading.

For the maximum utility of such talks following points be kept in view:

The students with poor hearing must be seated on front seats.
To keep students interest aloe in such talk teacher should tell his students in advance a few questions, which they have to answer after the talk.

Only short duration talk must be arranged.

Such talks cannot be a substitute to the actual teaching and such a talk is only to help in teaching.

**b. Gramophone**

Another teaching aid available to a science teacher is records of short talk on interesting topics by eminent poets, writers etc. magnetic tapes of such recorded talk is now available and the talk can be easily reproduced in the classroom. These talk provided an inspiration to the students and such a talk once recorded can be used again and again. Such recording can either be used to introduce a topic or to develop a topic.

Gramophone record or the Record Player of the earlier days was useful in listening not only to songs but also to English conversations and dialogues recorded by experts. Poems and nursery rhymes are an added attraction to children. These records help a lot to teach stress and intonation. A booklet accompanying each record gives full details of their use. Young learners will find it very interesting to listen to these records and imitate them with correct, stress, rhythm and intonation recorded in it.

**c. Tape Recorder**

A tape recorder is a source of good pronunciation for students to listen to and imitate. Audiocassettes are also available for this purpose. The teacher of English can get rhymes, poems; important
materials recorded at home and play them in the classroom. To improve the speed of students reading a passage, the teacher should read it at the desired speed and record it on a cassette tape bring it to the classroom and ask the students to read the passage along with the cassette player. They also learn where to pause while reading. A tape recorder can help the teacher to conserve his energy because he can play it again and again any number of times. Students spoken English can be recorded and played in the classroom for them to comment on the pronunciation, stress and intonation.

Audio cassettes on spoken English are available for sale at linguaphone institute, Mumbai. Books are also prepared for the purpose and sent with these audio cassettes. British libraries near place may also be contacted for supply of such audiocassettes. Similar academic inputs may be obtained from CIFEFL, Hyderabad. One can seek the help by merely writing to them a letter.

The teachers of English to improve their spoken English may use one more book ‘spoken English’ by Professor V. Siva Kumar and Professor Dhamja which is accompanied by an audiocassette.

Mainly two types of tape recorders are available-Video Tape Recorder and Audio Tape Recorder.

**Video Tape Recorder**

The use of video equipment is becoming almost as common place as that of the audio tape recorder. Any display material requiring visual motion and sound can be recorded on video cassette and used for presentation. The material would however lack the professional quality of a motion picture. However it is easy to handle a video recorder and to
monitor a television set. No blackout is required and without almost any technical knowledge. We can operate it. The material recorded can be replayed instantly. Further, the equipment is easily portable. Recording on a video cassette and its replay can be easily understood. Thus for reaching a small audience anyone can choose this medium as an aid to our presentation.

To meet one's needs one may well find professionally produced video cassettes in the market. There is an increasing tendency to record lectures by eminent technocrats, scientists, management specialists etc., for easy accessibility by a large population spread over a wide area. It is because of this reason that closed circuit television is becoming a powerful tool of formal instruction.

**Audio Tape Recorder**

It is perhaps cheapest and most practical aid. It can be used to play a running commentary or to provide sound support to what is being presented on the screen through, say, slides. Apart from recording conversation speeches etc., it can be used for dictation. For training professionals in the art of speaking, a tape recorder can play a significant role. Instant playback can help a trade improve his performance through effort.

Two types of tape recorder are available in the market—reel to reel and cassettes. In the letter type battery operated ones are becoming popular as they are easily portable and can be used even where there is no power supply.

Pre recorder tapes and cassettes are available to suit varying professional needs. But if one decided to record the materials which wishes to use in the presentation. They need to have access to a sound
proof room, while recording is on ensure that the sound level is within proper range by keeping their eyes on the voice level indicator. And of course, one has to see that no other sound is made when the recording is going on. If one takes these precautions the quality of recorded materials would be good enough for being used in once presentation.

2.5.3 Audio Visual Aids

a. Television

The first experiment with television began in 1874 when Paul Nipkow invented a mechanical system for transmitting views by direct wire. Viladamir Zworykin got first patent for television. At the same year, President Warren Harding was on the television screen. People staying in Philadelphia saw the presidents’ picture that was in Washington in USA. Federal government in USA helped to develop television broadcasting. Furthermore American Congress made decision on regulated television broadcasting. During the depression, all educational television closed and reduced their budgets.

In 1970, television was first used in university level of correspondence students in Japan. Many correspondence education programs produced a lot of distance program. In USSR many broadcasts on television are organized for students in correspondence education. The Russian universities produced their programs that cover all instruction of correspondence education.

This is a multi sensory audiovisual teaching aid. The state institute of educational technology, government of Andhra Pradesh, Hyderabad and the Doordarshan Kendra, Hyderabad has been telecasting program schedule from Doordarshan Kendra, Hyderabad at the beginning of every academic year and utilize it for the benefit of the students. The teachers must select the topics of relevance first and they must plan their class
work accordingly to make the students watch a particular program, telecasted on TV. A TV lesson can also be watched as follows:

- Pre listening stage: tell the students what they are going to watch.
- Listening stage: Ensure attentive watching.
- Post listening stage: Discuss what they have watched.

If a videocassette recorder is available in the school, the TV program can be recorded and watched once again for the benefit of slow learners in the class. Thus the role of TV in the present day world is becoming more and more important and is one of the most important audiovisual teaching aids. It combines the advantages of a radio and of a film. This can also be used for mass education and now UGC programs are a regular feature on ‘Doordarshan’. The topics of discussion are announced in advance and lesson from well qualified persons and specialists in their fields are shown on TV.

**B. Film Strip Projector**

It is an improvement on magic lantern and this machine can be used to project many a topics on a single strip. One such strip generally consists of 40-100 separate pictures and such filmstrips are available on loan from central Film Library, NCERT, and New Delhi. On such a film strip pictures concerning one topic are arranged in a definite order.

The machine is operated by hand and thus can be stopped at the discretion of the teacher whenever he wants to explain some aspect of a topic being shown on machine.

**C. Film Projector**

This machine is used for showing films. Some good films on various topics are available and they can be had on loan sometimes even free of charge from the source given below:

1. Central Film Library, NCERT, New Delhi.

For projecting the films in school generally 16 mm projector are used. These 16 mm projectors are less costly and easier to transport as compared to a 35 mm projector.

**Advantages of Motion Pictures**

There are some definite advantages of motion pictures to be used as teaching aids. Some of these are as follows:

1. They draw attention of the students.
2. They help to bring the past to the classroom.
3. It is possible to reduce or enlarge the size of object by using the machine.
4. They can be used to showing a process, which a naked human eye cannot see without its aid.
5. They can be used for showing a recording of an event.
6. They can serve a large class at a time.
7. They provide a good aesthetic experience.
8. They help in understanding relationship between things, ideas and events.

**Precautions**

- The teacher should take the following precautions whenever he wants to use a film projector as a teaching aid:
  - He should satisfy himself about the plighting arrangement and seating arrangement and seating arrangement in the room where such a film show is to be given.
  - He should himself see the film beforehand.

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• He should give a complete background on the film to the students before the actual screening of the film.
• He should see that complete calm and peace is maintained during the screening of the film.
• Immediately after the film show, he should invite comments, questions etc. from the students any try to answer all the queries of the students.
• He should encourage some of his students to write article etc. based on the film show and such articles etc may be shown on wall magazine or may be printed in school magazine.

**Limitations for the Audio Visual Aids**

1. Some aids are costly and cannot be afforded by many schools.
2. They give an impersonal effect, which is less effective.
3. The teachers are required to know the technical skills required to handle them.
4. Some teachers may over use them

**Features of good Teaching Aids**

1. They should meaningful and purposeful.
2. They should be accurate in all respects.
3. They should be simple.
4. They should be cheap.
5. As far as they should be update.
6. They should motivate the learner as well as to the teacher too.
Principles of Audio Visual Aids for effective teaching to take place a good method must be adopted by the teacher. The teacher is always free to choose effective audio visual aids in the class room. Of courses there are also certain principles of Audio – Visual Aids in teaching methodology. They are as follows:

- **Principle of Selection**: 1. the age level 2. Other personality angles. 3. They should have specific educational values 4. They should help in the realization of learning desired objectives.

- **Principle of Preparation**: 1. As far as possible, the local material should be used in the preparation of aids. 2. The teacher also must receive training in the preparation of aids. 3. The teacher him/herself can prepare some aids or can take help of students also.

- **Principle of Physical Control**: This is concerned with the arrangement of keeping aids safely and also to facilitate to their lending to the teachers for se.

- **Principle of Proper Presentation**: 1. Teacher should carefully visualize the use of teaching aids before their actual presentation. 2. They should be well acquainted themselves with the use & manipulation of the aids to be shown in the class room. 3. The aids should be displayed properly. So that, all the students can see it, observe it, and can derive maximum benefits from it.

- **Principle of Response**: This is the important principle. This tells the teacher guide the students to respond actively to the audio visual stimulus so that they derive the maximum benefits in learning.
• Principle of Evaluation: This Principle stipulates that there should be continuous evaluation of Audio Visual Aids materials & accompanying techniques in the light of desired objectives.

The help of the Visual Aids in Teaching Languages

The aids that help in teaching languages and that can be seen are called 'visual aids'. They provide practical solutions to the problems of a language teacher whose equipment, as a rule, consists of nothing more than books and classroom. They include black-board, chart maps, pictures, flannel-boards, film strips, slides, epidiascope and actual objects that facilitate the process of teaching. The function of each of these in helping the teaching process is discussed below.

Black Board: A big strong piece of wood, called black-board is the oldest associate of the teacher but an essential teaching aid. It is used to reading and writing to the pupil. Anything, to which the teacher wants to draw the attention of the pupil, is written on it, e.g. difficult words, phrase patterns, structure patterns, grammar works, questions to test comprehension. In this way the teacher finds his lessons more interesting, lively and effective. It is an important means of picture composition.

Charts and Maps: Since all diagrams cannot be drawn on black-board, they need to be made on charts. A good number of sentences illustrating some points can be written on the chart with some diagrams. Besides sentence chart, we may have substitution table charts and vocabulary charts. Different colors should be used to bring in variety, decoration and effect. It should be big enough to accommodate the necessary materials with words written in bold letters. Charts are very
useful for presenting and practicing structures, vocabulary items and compositions.

**Maps** may be used for displaying the location of places, mountains, rivers, etc.

**Pictures**: Pictures comprise text pictures and class pictures. Text pictures are to be found in the texts designed primarily for beginners. The meaning of a single word can be shown in different pictures. For example, the very first lesson of the beginner's text may have different patterns of heads of persons and animals to teach the word head.

Class pictures may be sub-divided into picture cards and wall pictures. Picture cards or post cards are extremely helpful in language teaching. They may be captioned or uncaptioned in front or on reverse side.

Wall pictures include maps, posters, photographs, etc. They may be used in place of things such as clouds, sea, mountain, sky, etc., which cannot be brought into the classroom. They are excellent in practice for oral composition and question and answer drill. Pictures have great importance in the sense that what cannot be described by words, can be described through them.

**Flannel Board**: It is a piece of wooden board covered with flannel to stick on some stiff and sanded strips of paper. It is used where there is the need of presenting things in small pieces on very quick rearrangement of smaller units. The advantages of this aid are that items can be prepared beforehand, can be moved about on the flannel and preserved for use on further occasions.
**Films:** Film, which is yet another visual aid, may be supplied for language teaching in the form of fixed film strips or slides and motion picture films. The former can be used to convey meaning to teach reading on aids in oral and written composition. The advantages of slides and film strips are that they direct the attention of the whole class to the screen and to the pictures and words on it. Film strips and slides free the teacher from the reality of the situation, leaving the teacher free to control the class. Film strips can depict not only those situations which the teacher can present in the class but also many of these which he cannot. A situation of film strip can be shown over and over again.

**Motion pictures:** these are not only visual aids, but if designed, they may be the chief means of presenting both meaning and form of the language. They can do what the film strips do and more. They can teach students in a short time because of the high degree of attention which they compel through movement and isolation of contact. Gestures, looks and movements of lips may help the viewer to interpret what is said. Motion pictures are even able to communicate emotional experience and thus they are superior to film strips. They can show any situation which can and cannot be demonstrated in the classroom. However, it is to be noted that if language teaching by films are to be successful, visual aids have to be designed especially to teaching at a specific level for films, which merely present a teacher in action, are less effective than a good teacher.

Thus we have seen that visual aids play a very vital role in language teaching. The main function of visual teaching material is semantic. It permits the learner to understand what he hears, to learn the situation in which language forms are used and to associate his learning through repetition and limitation.
Keeping students engaged is the most important aspect of being a good teacher. While much of this has to do with a teacher's manner, enthusiasm, care and charisma, it can be helped along by choosing the proper tools for helping students to learn a specific subject. When it comes to reading and foreign language study, a classroom listening center can be a great addition to learning environment. The options available from Teacher Direct are ideal for early grades, because they are perfect for varied uses, from music and story time to individual and group reading exercises. In later grades, listening centers are most often used for teaching foreign language and English as a Second Language (ESL). Add an additional audio element to your classroom today, and do so without breaking your budget—Teacher Direct offers only the best brands at the best prices. We also offer products that are warranted for school use.

Take, for example, the Spirit 1776 Listening Center from Califon. It is an educator tested and approved system used in schools and libraries across the country, equipped with a stereo CD/cassette player/recorder, AM/FM radio, and six sets of stereo/mono headphones, along with speakers that are loud enough for a classroom of up to 40 students. Unlike items purchased from consumer electronics stores, it has a one-year warranty for school use.

Advantages of Audio-Visual Aids

- It helps the pupil in understanding languages by bringing him in direct contact with objects and things, by bringing the distant things near, by bringing the world into the
classroom. They help the student in understanding different cultural backgrounds.

- Audio-visual aids promote remembering by involving the many senses of the learners, by arousing their curiosity, by making use of pictorial content and by providing variety in teaching.
- They make teaching effective by creating situations for presentation and practice of language items and by reducing dependence on the mother tongue.
- They help in formation of language habits by drill, repetition and constant practice.
- They increase the pupil's experience of language by providing rich variety and better quality.
- They promote teacher's efficiency by saving time and energy.
- They provide recreation to the learners.

2.6 Review of Articles and Books

**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 affect on ones 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 on other often owes much more to how one speak – the pitch and expressiveness and clarity of one’s voice. He said that a person who learn to speak something, people keep in mind some criteria like age, sex, physical, psychological condition, personality, geographical and social origins ones mood, intelligence or expertise. And then according to that they taught them which kind of material one should use to improve speaking. He has added in speaking using visual aids in that he told that visual aids enable a speaker to communicate information more quickly and listener to absorb it more readily. 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. As a psychological purpose, speaker’s nervousness removed. They divert listener’s attention from speaker and nervous energy.

Here are further dos and don’ts to bear in mind using visual aids. And he has explained about how visual aids can be created effectively.

- Do limit the number of visual aids which used by a person. Then give talk.
- Don’t cram too much information into any one visual aid. Overcrowding a board or screen will confuse rather than illuminate audience.
- Do rehearse with visual aids make sure have mastered the use of any projectors that they are working in order.
- Do face the audience while using visual aids. It is all too tempting to face screen or flop chart while explaining details, but this muffles ones voice.
- Don’t stand in front of visual aids. Stand to one side and use a pointer to draw attention to item on the map, chart or illustration. Even don’t point across the body.

- Do be specific in what a speaker is indicating. Don’t just point vaguely to parts of the picture.

**Dr. Ismail Cakir, “The Use of Video as an Audio-Visual Material in Foreign Language Teaching Classroom”**

Dr. Ismail Cakir said in his article “The Use Of Video as an Audio-Visual Material in Foreign Language Teaching Classroom” regarding to the importance of audio visual aids in foreign language teaching. In recent years, a great tendency towards the use of technology and its integration into the curriculum has gained a great importance. Particularly, the use of video as an audio-visual material in foreign language teaching classrooms has grown rapidly because of the increasing emphasis on communicative techniques, and it is obvious that the use of video is a great help for foreign language teachers in stimulating and facilitating the target language. Keeping all this in mind, the purpose of this article was to provide the required information for foreign language teachers (FLT) so that they can make use of video efficiently in the classroom. Reasons for video implication in FLT classroom and teacher’s role in this process have been revealed along with some practical techniques for video implication.

**Andre Lestage, “The Use of Audio Visual Aids in Education”, (UNESCO Chronicle, November 1959).**

In “The Use of Audio Visual Aids In Education” Andre Lestage said about audio visual aids in teaching. By audio-visual aids, we usually
mean the most modern or the most recently used of these methods (films, filmstrips, radio and television). This is a summary identification of very old methods and very modern instruments, and one should react against it. Visual aids are far older. They correspond to a profound tendency among the immense majority of men: to materialize their thoughts in the form of graphic or sonorous images or to give their thoughts a concrete frame of reference. Plato himself took care to set the scenery of his dialogues, and he used concrete words and concrete comparisons (for example, the cave) as foundations for his most abstract ideas. In France, the *Très riches heures du duc de Berry* brings out the importance which ‘illustration’ can take in a work which would have otherwise sunk into oblivion. Xylographic images preceded the printing press by three-quarters of a century and the first illustrated book by nearly a century. The tremendous success of the ‘images of Epinal’ in books peddled from door to door in France was only a manifestation of popular taste in a society where illiterates continued to be in a majority and where images went with oral literature. Films, radio and television, considered as educational instruments, have merely developed – at a rapid rate – alongside older means whose importance remains considerable. Their common denominator lies in their function as aids. This is not a theoretical conclusion, for it is confirmed by the very attitude of the educator. The educator basically must contribute to the training of the individual (in his character and conduct) with a view to his integration into a given society and teach new ideas, facts and techniques to a specific public. It is thus relatively easy to define the goals at which the educator aims. Achieving these goals is another task which brings him face to face every day with the basic problem of pedagogy – that of transmitting or communicating ideas or information. To solve this problem, the educator resorts to infinitely varied means, among them
audiovisual aids. If our purpose, therefore, is to aid the educator, we must then offer him as complete an arsenal as possible of these means. But it is the educator and the educator alone who chooses the means which is best adapted to his subject, his audience and his circumstances. It is thus clear that audio-visual aids cannot be separated from educational materials in general. (UNESCO Chronicle, November 1959)

Christine Canning, “Practical Aspects of Using Video in the Foreign Language Classroom”

In article “Practical Aspects of Using Video in the Foreign Language Classroom” Christine Canning has used video as medium of teaching. He said that Video used in a classroom should be interpretive and to the point. The visual should show reasonable judgment and enhance comprehension, heighten sensory acuteness, and illustrate the target language being used. Practitioners should avoid the use of distracters, over-crowded or violent stimuli. Visuals are ineffective in the learning process when the visual is too small; when the visual or video uses stereotypes; when the visual or video is a poor reproduction; when the picture is too far away from the text illustration; when the video has irrelevant captioning; when the video or visual offers too much information related or unrelated to the picture; when the video or visual is poorly scaled; and when the picture is not esthetically meaningful. A visual cue may be accompanied by a written cue to focus on a lexical item being furnished. Videos can make the task, situation or language more authentic. More importantly, video can be used to help distinguish items on a listening comprehension test, aid in the role of recall, help to sequence events, as well as be adapted, edited or changed in order to meet the needs of the language learner. Academic listening tasks are often tested rather than taught; video offers foreign and second language
learners a chance to improve their ability to understand comprehensible input. Videos allow teachers to ask both display and referential questions. Video tasks used in the F/SL classroom, can include but are not limited to creating advanced organizers, other visual representations and descriptors. Video tasks should be multi-layered in order to exploit all information and elements contained in the aural and visual texts. Additionally, it is essential that video tasks and lessons be perceived by the language learner as a challenging and requiring effort. Be sure that students are able to answer questions based solely upon what they see instead of what they hear. Otherwise it is possible to imply that practitioners are measuring their visual literacy and not their ability to comprehend aural input. With the increase in educational technology, video is no longer imprisoned in the traditional classroom; it can easily be expanded into the computer aided learning lab (Canning). Interactive language learning using video, CD ROM, and computers allow learners the ability to view and actively participate in lessons at their desired pace. It is recommended that institutions and practitioners encourage the use of instructional video in the F.SOL classroom as it enables them to monitor and alternate instruction by fostering greater mental effort for active learning instead of passive retrieval of visual and auditory information.

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.

Riri Isriyah Suryati, “Teaching Speaking through Audio Visual Aids”

In “Teaching Speaking through Audio Visual Aids” Riri Isriyah Suryati has written that Methods in Teaching Speaking In teaching-learning speaking process teachers may use various methods in order to make material more interesting. It will be better if the teachers are not bound by one method. Methods are the ways in which teaching content is conveyed so that students acquire the knowledge, skill, or attitude-base learning specified in the objectives. There are several kinds of learning methods, which serve different purposes and require different resources to implement. Frequently used learning methods include: audio-lingual method and direct method. Some techniques can help to improve speaking through audio visual aids. There are some kinds of learning techniques, which serve different purposes and require different resources to implement in teaching speaking. Frequently used learning techniques include Structures Discussions. In participatory structured discussions, the teacher enables the student group to acquire the desired learning by
presenting small amounts of information and asking reselected and sequenced question. Participatory structured discussions are useful for presenting information on a subject about which the student has little knowledge. The teacher’s skills for this method must be high, with processing skills being more important than context expertise. Presenters should make no more than three or four significant points before involving the member by asking question. The question and answer process is designed to help secure and maintain. The audio-visual aids are tools of record to improve speaking skill that are use for several times and more than others. These things have been employed for many years in the classroom, where the object picture section and gestures have been systematically used with audio-visual work to elucidate meaning, this practice has been an essential element in teaching. Audio-visual aids can clarify the material more easily in teaching learning process. Audio visual aids are only effective if they are appropriate to the situation and are used properly by the agent. Unsuitable aids or ones that are not used properly can at best distract and at worst mislead the audience. When selecting suitable audio visual aids, the agent will be limited to what is readily available or can be made. Within that range some aids are more suited to a particular objective than other. Most audio-lingual courses consisted of short dialogues and sets of recorded drills. Method was based on a behaviorist approach, which held that language is acquired by habit formation.


A research on “A Diagnostic and Remedial Study of English Pronunciations at Secondary School Level” has given some points regarding listening and speaking skills. 1. Some basic Knowledge of
phonetics: One of the possible reasons for mispronunciation was student’s lack of the primary knowledge regarding phonetics. Keeping in view this reason, it was decided to provide phonetic description regarding words according to the various types of words i.e. words with regular spellings, words with irregular spellings and words with the silent letters. For the scientific description of basic knowledge regarding phonetics, some authentic reference books were referred. List of the books referred were it was decided to show some pictures regarding phonetic description of some words and to demonstration them for reinforcing students’ knowledge of phonetic description. 2. Listening practice: So far as teaching of English as a third language was concerned, very few opportunists to listen to English were rendered to the students. So it was decided to provide adequate listening practice during remedy of correct pronunciations of various types of words. For this purpose listening practice for only words and listening practice followed by meaningful arrangements of the words i.e. sentences were decided to provide. In this point he has given some different ideas about listening skill.

Selection of the words for listening practice: For the purpose of selecting words for listening practice, words with regular spellings, words with irregular spellings and words with silent letters were short out from the text books of standard VII, VIII, IX and X. fifty four words were selected as regular words. Keeping in mind phonetically varieties thirty six various types of irregular words were selected and thirty eight words with different silent letters were selected. It was also decided to provide correct pronunciations of singular and plural words. Nine words were selected for this purpose. ii. Selection of sentence for listening practice: After giving the listening practice of words, it was decided to provide student’s some more meaningful listening practice with sentences. The
principle aim of this exercise was not to teach how the various types of sentences are pronounced. The learning of how to pronounce sentence was treated as nurturing effect. Thirty one representative words were selected for the sentences. Various types of sixty simple sentences were constructed for listening practice. Sentence making use of singular and plural words was also constructed. Previously used words were decided to use while constructing such sentences. Nine singular and nine plural sentences in the form of pairs were framed. iii. Preparation of a hand book of English pronunciation: Listening practice which was to be given in the forms of words and sentence was decided to present in a form of a handbook. Format for the presentation of the content was planned out on the basis of student’s average listening attention span. A hand book containing 17 pages was prepared. iv. Preparation of audio cassette for listening practice: Content of the prepared hand book of English pronunciations was to be accompanied by the audio cassette for frequent uniform listening i.e. for the use of replication purpose in future. The audio cassette based on the handbook of English pronunciations was prepared with the help of the presenter having a good quality of microphone voice and knowledge of English pronunciations. Some places of instrumental classical music were inserted at the appropriate places and at the background of the content. In the present study he has given the possible reasons responsible for mispronunciation were

- Lack of the primary knowledge regarding phonetics.
- Less stress given by the teacher on the knowledge of phonetics while teaching.
- Inadequate or no drilling process was performed during teaching.
Less importance given to oral examination in English subject.
Almost no opportunity rendered to listen and to speak English in English language teaching process.


In the book “**Listening: The Forgotten Skill: A Self-Teaching Guide**” by **Madelyn Burley-Allen** said about listening skill. A proven program for turning effective listening into a powerful business tool. Managers and other employees spend more than 40 percent of their time listening to other people but often do it so poorly that the result is misunderstood instructions, misdirected projects, and erroneous actions—millions of dollars’ worth of mistakes just because most people don’t know how to listen. In this new edition of her classic guide to the art of effective listening, Madelyn Burley-Allen shows you how to acquire active, productive listening skills and put them to work for people—professionally, socially, and personally. With her time-tested techniques, people will learn how to:

- Eliminate distractions and improve your concentration on what is being said
- Locate key words, phrases, and ideas while listening
- Cut through your own listening biases
- Interpret body language clues
- Ask constructive, nonthreatening questions that elicit real information
- Get others to listen to you
• Master a whole range of listening skills that you can use on the job and in your personal life

Listening: The Forgotten Skill uses an interactive learning approach with work-sheets, charts, graphs, and self-tests that help to pace and monitor one's own progress.

**Michael P. Nichols, “The Lost Art of Listening”**

**Michael P. Nichols** has written a book named “The Lost Art of Listening” which divided into four sections. This book is in invitation to think about the ways we talk and listen to each other: why listening is such a powerful force in our lives: how to listen deeply, with sustained immersion in another’s experience; and how to prevent good listening from being spoiled by bad habits. Among the secrets of successful communication he has described in the book. The Lost Art of Listening is divided into four sections. Part I ‘The Yearling to Be Understood’ explains why listening is so important in our lives far more important than we realize and how for many people it’s a lack of sympathetic attention, not stress or overwork, that accounts for the loss of enthusiasm and optimism in their lives.

Part II ‘The Real Reasons People Don’t Listen’ explores the hidden assumption unconscious needs and emotional reactions that are the real reasons people don’t listen. People will what makes listener’s too defensive to hear what others are saying and why may not get heard even though one have something important to say. After exploring the major roadblocks to listening the author examined. Part III ‘Getting Through to Each Other’ how can one understand and control emotional reactivity to
become a better listener. And an author explained how one can make oneself heard, even in the most difficult situations.

Finally, in part IV ‘Listening in Contest’ author explored how listening breaks down in particular types of relationship including intimate partnership, family relationship with children between friends, and at work. Author explained how listening is dynamics of each of these various relationships and how to use that knowledge to break through to each others. At the end of each chapter designed to help us become a better listener. Actually doing these exercised may help transform the passive experience of reading into active process of improving one’s ability to listen.

M. Kratz and Abby Robinon Kratz, “Effective Listening Skills”

In “Effective Listening Skills” Dennis M. Kratz and Abby Robinon Kratz explained listening as “Listening is the act by which we make sense of sounds. The most common form of listening involves spoken messages. The act of listening is not limited to language or even to people. We make sense of other sounds as well”. A doctor, for example can learn about the state of a patient’s health by listening to that person’s breathing or heartbeat. A skilled mechanic can identify a problem by listening to a running engine. He explained the important of listening. Studies reveal that most people spend as much as 90% of their working days in one of the fur modes of communication: writing, reading, speaking and listening. Of these four modes however, people devote more than half our time to listening. We spend about 30% of our time to listening to mass communication media (radio, television) and 25% listening to other people. Moreover, research shows that individuals in managerial positions spend even more time listening as much as 70% of
the typical day. The higher the position, the more time is spent listening to others, is not surprising than that effective is regarded.

**Lisa J. Downs, “Listening Skill Training”**

The book “Listening Skill Training” written by Lisa J. Downs the resource contains numerous individual items that can be combined in many training designs for learners. There are some sets of material used, methods and effective practices in assessing the learning needs of actual or potential participants. Other one is evaluation method and effective practices for effective listening sessions, including assessment of the trainer and continuous improvement approaches. Next one is content modules that are either ready to use or that can be modified to meet specific needs. Assessments and training instruments are that address several vital dimensions of listening effectiveness. Then structured experiences on a variety of topics are relevant to effective training of listening. Microsoft word documents included to assist in customizing the participant’s manuals.

**Michael Purdy and Deborah Borisoff, “Listening In Everyday Life”**

Michael Purdy and Deborah Borisoff have written a book named “Listening In Everyday Life” which is very important for beginners of teaching English. This book is carefully analyzes basic principles which can assure increased success for the practicing professional opens doors and vastly expands the importance of a long neglected skill. In recent decades more and more educational leaders have recognized the significance of the listening factor in a learning economy. These leaders are suggesting that listening skills at least as important as those of
reading, writing and speaking. Curiously human beings are deemed to be the only animal life from capable of controlling the direction of their thoughts. Many other animals have better developed sensory mechanism than we possess; many see, hear, touch, taste or smell far beyond our natural capabilities. Computer and other machinery can outperform us in calculation and other simple tasks. But through our ability to control thought direction, one has produced tools, machinery methods of measuring and computing, an alphabet and a vocabulary above all else one has attained communicative processes which permit a broad sharing of feelings, information all ideas. The authors’ contribution to this book are among the most productive in the field of listening has produced. They are recognized for their research on listening, the books and articles they have written their experiences in listening-training programs applied to business, industry, government and social organizations and for the roles they have played in developing the field of listening Association, the speech communication Association and International Communication Association. To bring them together in this text with all writing in their own area of expertise, is a valuable contribution to the theory and practice of listening throughout our personal and professional lines.

Anne Anderson and Tony Lynch, “Listening”

Anne Anderson and Tony Lynch have written a book named “Listening” which is useful for making activities more attractive. There is no shortage of listening materials intended to meet the language teacher’s need for interesting and attractive activities. The purpose of this book is to stand back from the surface detail of comprehension material and to provide an overall perspective on listening as a communicative activity and as a language learning activity. In section one “Explanation Research into Listening” the discussion held on the findings of research
into what language comprehension involves, how it relates to the other skills of communication and to what extent it seems possible to develop comprehension skills both in the mother tongue (L1) and in a foreign language (L2). In particular we look at the notion of grading, which we believe to be the key to the construction of systematic programs to teach listening. Second section “Demonstration-Listening Materials” deals with issues of immediate concern to the language teacher about listening materials and its effectiveness on the students. In the book the authors examine the views of listening that underline commercial materials and illustrate their recent works in the area of comprehension task design, including the results of piloting identical materials with L1 and L2 learners. The purpose of section three is to encourage readers to think about and experiment with the creation of materials appropriate to the needs of their own students by working on a series of small scale design and research tasks. The tasks are intended to lead to principled decisions’ about how best to approach the teaching of listening in the light of the three broad issues dealt with in the first two sections.

**Penny Ur, “Teaching Listening Comprehension”**

“Teaching Listening Comprehension” an important book written by Penny Ur in which has benefited from a number of ideas given by many different writers, lectures and used, though unable to remember their original source. This book has divided into two parts. 1. Understanding Spoken and 2. Suggestions for classroom activities. Author said that in most of the cases the listener is required to give some kind of overt, immediate response to what has been said. This may be verbal or non-verbal. Even a lecturer or orator gets some sort of feedback from his audience in the form of facial expression, eye-contact, interruptions, note-taking. Only if the message is coming via electronic
equipment when the speaker is neither physically present nor addressing himself to the listener as an individual, is no overt response usually required or forthcoming. In part two the author has explained about oral activities. In it repetition is the first part, he said students are asked to repeat short phrases or complete utterances said by the teacher or recorded. If they have understood what component words were intended they are likely to repeat the utterance in ‘ideal ‘form, thinking that this is what they have heard.


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.
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.

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Introduce → Display → Discuss
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In the introductory statement, mention a primary fact that the visual illustrates. Focus on the information contained in that visual, but not on the visual aid itself. He has given some point to remember during using visual aids:

- It is important to insert visual aid as close as possible to the explanation.
- If it has some bearing on the conclusion to be drawn, place it in the appendix and refer to it in the explanation.
- If it is a small aid pit it right on the text page. The ideal place is in the midst of the discussion and slightly above the centre of the page.
- If the aid itself takes up a page place it facing the prose explanation or at least on the adjoining page.
• If an illustration is to be consulted throughout a report, better place it in an appendix than in the text.
• If text illustration covers several pages, place it in an appendix.
• If it is less important to one's explanation—the reader can understand the explanation without referring to it—place it in the appendix.

He also said about improving listening skill and he gave guideline about the same:

• Think about the topic in advance.
• Think about the speaker's knowledge by asking oneself what the speaker knows that one do not.
• Determine the personal value of the topic.
• Depersonalize ones listening so that one decreases the emotional impact of what is being said and are better able to hold ones rebuttal until one has heard the total message.
• Listen for main points as well as for facts and know the difference between fact and principle, idea and example and evidence and argument.
• Concentrate on subject while listening does not let ones thoughts wonder.
• Keep an open mind by asking questions that clarify understanding.
• Make meaningful notes which should be brief and to the point.
• Be flexible in ones views. It enhances ones listening skill.
• Stay ahead of the speaker by anticipating what will be said next and by thinking about what has already been said.
• Use non verbal skills to help one focus on the message; maintain eye contact, react responsively with head nods and facial expressions. Pay attention to speaker’s non verbal skills, which help one to comprehend the message.
• Distinguish the important points from the unimportant.
• Try to accept other’s views that will build understanding and mutual respect.
• Practice ones listening skill by attending lectures, public speeches and T.V. programmers.

Dr. Nageshwer Rao and Dr. Rajendra P Das, “Communication Skills” India, Sri Lanka.

Dr. Nageshwer Rao and Dr. Rajendra P Das have explained in their book “Communication Skills”. They said that to improve listening skill, mental status contributes a lot because listening is a willful act. As all know, human beings tend to be lazy but listening requires works. After one has have decided that one wants to listen better, one must work to pay attention. What one has to do one must discipline one’s mind. One must make oneself alert and must force them to pay attention towards spoken. Some points they have given as a general guide: 1. Stop talking, 2. Put the speaker at case, 3. Listener’s interest is shown, 4. Remove distraction, 5. Emphasize with the speaker, 6. Ask questions.

They further explained in the book for improving listening skill the listener must: 1. Keep quite while listening, 2. Focus on what the speaker says rather than on his looks, 3. Listening first and takes notes later, 4.
Look for the central thing and main ideas, 5. Let the speaker finish whatever he has to say without interrupting him, 6. Control and minimize distraction, 7. Be friendly towards the speaker, 8. Observe the non verbal signals, the body movement, facial expression and gestures to get the total message, 9. Try to look into the eyes of the speakers, 10. avoid pondering on a single point, 11. Keep mind open to carry subject and speaker, 12. Accept criticism without losing temper, 13. communicate feedback to the speaker and 14. Listen to several people at a time.

Kundu Mahima Ranjan, , “Teaching English with Audio Visual Technology”

In “Teaching English with Audio Visual Technology” Kundu Mahima Ranjan has written that Audiovisual technology can change the teacher-learning situation if various types of visual aids are employed in teaching English in the secondary grades. The use of overhead transparencies is an excellent way to prepare and present the student's ideas. Student's assignments can be produced on transparencies and projected for evaluation by the teacher and the other students. Filmstrips are an ideal medium for independent study as well as small group instruction since both commercially-produced and student-produced filmstrips can create innovative ideas. Learning English through filmmaking can aid in studying subjects like literature and drama. A filmmaking project by an entire class can create a "live" atmosphere in the classroom where students can be engaged in a highly motivating activity while learning. The use of these three visual media would upgrade the teaching of English and give students with learning experiences in active participation in all phases of learning activities.
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.
- Ignore distraction such as the gaudy dress, odd body movement or speech mannerism of the speaker.
- Refrain from interruption, premature comments, direct advice especially in seminar and meetings. Wait till ones turn comes or till invited to comment and ask question.
- Have patience while listening. The speed of thinking is much more than that of speaker. The time lag between the two may lead to boredom or even day dreaming.
• Take notes sympathetically. Jot down not only the main points but also the gist of supporting evidence or argument, haven’t ones personal abbreviation to record the key words and phrases. It is advisable to do so because we tend to forget tomorrow what we hear today.


In article “Listening: a Good Way to Learn English” Weena Kanadpon stressed the value of English. Weena Kanadpon is a Thai teacher of English. She teaches at Thap Put Withaya School in Phagnga, southern Thailand. She discovered for herself the value of listening to the radio, and how to find English language radio programs in Thailand. She said radio cassette recorders are household appliances, but we often overlook their radio function. One can experience English language radio programs almost anywhere in the world. They are usually picked up on FM bands and aired particularly for foreigners. Short wave radio programs are another option. Two of the most easily found English language broadcasters are the BBC and Voice of America. Today, even access them by internet and find some useful links for listening to the radio by internet, including "News in Easy English. She further wrote that children begin listening to their parents when they are babies. They are often greeted, spoken to and admired without any response expected. Though nobody knows if the baby understands the spoken words, the process continues. Children automatically acquire such language over some time, and later on gradually produce it through actual experience. The production may be incomplete at first, but successful at last. That leads to speaking skill which is quite applicable to daily conversation.
In learning English, listening can help improve speaking considerably. Although it is the first of all skills, it is neither the easiest nor the most meaningless. One needs to hear various types of English repeatedly and continuously if he/she wants to communicate properly, meaningfully and naturally.

**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. Here are the most important values of the proper use of Audio Visual Aids;

1. Best Motivator: They are the best motivator. The students work with more zeal & interest.

2. Clear Image: Clear image takes place when we, touch, handle, experience it.

4. Freedom: When Audio – Visual Aids are employed, there is a great scope for children to move about, talk, laugh & comment upon. Under such atmosphere the students work because they want to work, & not because the teacher wants them to work.

5. Opportunities to Handle: many students always get a chance to handle the aids.

6. Helpful in Attracting the Attention: Attention is the true factor in any process of learning & teaching Audio – Video Aids helps the teacher in providing proper environment for capturing as well as sustaining the attention and interest of the students in class room.

7. Savings in Energy & Time: Due to effective implementation of "principle of Presentation", a good deal of energy & time of both the teacher & students can be saved.

8. Realism: The Audio – Visual Aids gives the real touch to the learning situation.

9. Encouragement to healthy class room interaction: Audio-visual aids through variety of stimuli, motivational, provisional of active participation of students, a good experience always encourage healthy class interaction between teacher and the learners.
10. Scope of education as a mass scale: The audio-Visual aids like radio, tape, television etc always plays role in spreading mass education.

11. Positive environment for creative discipline: Balanced rational scientific uses of Audio – Visual Aids develops, motivate, experience, attract the attention of the students and provides a variety of creative outlets for the utilization of their tremendous energy & keeps them busy in class room work. This overall classroom environment becomes conductive to creative discipline. Grossly, we can say that there are various types of Audio – Visual Aids like traditional as well as modern aids of audio-visual aids. But at the same time it is important to take into a/c that the Audio-Visual Aids do not play role up to disseminate the information, data, facts, clues but also they influences the mentality, psychology, grasping level of the students in the class room. On the other hand they greatly motivate, inspire the teachers to adopt the latest, creative, innovative aids. The scope of audio-visual aids is not only up to procuring & make presentation. Of, course it is technically part of teaching. But other side also it conveys us that it is a tool to know through effective communication in triangular process like Motivation, Stimulation, Clarification. Apart from this it is also important that to think about difficulties & problems in the use of aids. There are certain problems like lack of enthusing for the use of teaching aids teacher, non availability of aids in school, lack of facilities for the use of aids- electricity, room, furniture etc, lack of training on the part of teacher in the use of
In article “Improve Speaking Skills” Dorit Sasson has given tips and techniques for Speaking and Presentation Skills. What to do when students don’t want to put that extra mile to do a speaking presentation, so they get cold feet and read from their notes just to get by. Improving speaking skills takes a lot of classroom practice, motivation to speak, and skill. Sometimes it is necessary to think beyond the box, adding creative elements wherever possible depending of course, on the skills of students and how open they are to creative thinking. Improving the speaking skills of students may be difficult, but the added benefit is building confidence in students for speaking skills and strategies. Even though the professional years are still way in the future, help students by starting small. Teach both speaking and listening activities, sometimes even in one lesson, while preparing them for that future presentation and use audio visual aids which will help them to learn easily. That way, students don’t feel the pressure and burden when it comes their turn to present a presentation due to remembering the fear of those earlier years during those speaking activities. He has further given the ideas regarding about “Teaching Activity Using Speaking Activities”. He said use picture prompts. Depending on the variety of visual resources and class level and ability, a teacher can brainstorm with the class a variety of sentences, (key) words, and phrases around a particular category or situational context that is the building block for a presentation. He has given additional tips for improving Speaking Skills
• Allot a time limit for each and every speaking activity. Take into consideration those activities that involve either group or pair work.

• Keep the activity fun and simple. Make sure the instructions are also crystal clear.

• Don’t overdo speaking activities in one lesson.

• Make sure that aim for a balance between speaking and listening.

• Have a back-up plan for the entire class and for individual students who are withdrawn.

• Always reflect on what can do as a teacher to help students improve their speaking skills.

Rohit S. Kawle, the Use of Films in the Teaching of English”, Strength for Today and Bright Hope for Tomorrow, Language in India, Volume 11: 3 March 2011

Rohit S. Kawle has described the value of audio visual aids in his article “The Use of Films in the Teaching of English”. As mentioned above, it has comparatively become easier and more affordable to use audio-visual aids in teaching. Equipment such as CDs, DVDs, CD/DVD player, computer/laptop, TV set, LCD projector can now be more easily available in colleges/universities. Copies of English films are also more easily available in India. There are various purposes for which films can be used in the teaching of English. He further said that depending on the requirements of the syllabus or the text and the class to be taught, it is possible to use films for some other purposes, too. When a film based on a prescribed text is screened, it is better for students to be acquainted with the text, at least to some extent. It can also be beneficial for students to keep copies of the text handy at the time of screening,
Josef Essberger, “Speaking versus Writing- The Pen is Mightier than the Spoken Word. Or Is It?”

Josef Essberger in his article “Speaking versus Writing” said about role of technology in speaking. He said modern inventions such as sound recording, telephone, radio, television, fax or email have made or are making an important impact on both speaking and writing. To some extent, the divisions between speaking and writing are becoming blurred. Emails are often written in a much less formal way than is usual in writing. With voice recording, for example, it has for a long time been possible to speak to somebody who is not in the same place or time as one even though this is a one-way communication which one can speak or listen, but not interact. With the telephone and radiotelephone, however, it became possible for two people to carry on a conversation while not being in the same place. Today, the distinctions are increasingly vague, so that one may have, for example, a live television broadcast with a mixture of recordings, telephone calls, incoming faxes and emails and so on. One effect of this new technology and the modern universality of writing have been to raise the status of speaking. He also said about audio visual aids. Visual aids help in presentation make things happen. Visual aids help to reach the objectives by providing emphasis to whatever is being said. Clear pictures multiply the audience's level of understanding of the material presented, and they should be used to reinforce message, clarify points, and create excitement. Visual aids involve ones audience and require a change from one activity to another: from hearing to seeing. When one uses visual aids, their use tends to encourage gestures and movement on ones part. This extra movement reinforces the control the speaker, need over the presentation. The use of visual aids then is mutually beneficial to the audience. Visual aids add impact and interest to
a presentation. They enable to appeal to more than one sense at the same time, thereby increasing the audience's understanding and retention level. With pictures, the concepts or ideas presents are no longer simply words - but words plus images.


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.
Mary Ann Cunningham Florez, “Improving Adult English Language Learners’ Speaking Skills”, National Center for ESL Literacy Education.

In article “Improving Adult English Language Learners’ Speaking Skills” Mary Ann Cunningham Florez said about speaking skill that Communicative and whole language instructional approaches promote integration of speaking, listening, reading and writing in ways that reflect natural language use. But opportunities for speaking and listening require structure and planning if they are to support language development. This digest describes what speaking involves and what good speakers do in the process of expressing themselves. It presents an outline for creating an effective speaking lesson and for assessing learners’ speaking skills. She has explained about the classroom situation for teaching. Outside the classroom, listening is used twice as often as speaking, which in turn is used twice as much as reading and writing (Rivers). Inside the classroom, speaking and listening are the most often used skills (Brown). They are recognized as critical for functioning in an English language context, both by teachers and by learners. These skills are also logical instructional starting points when learners have low literacy levels (in English or their native language) or limited formal education, or when they come from language backgrounds with a non-Roman script or a predominantly oral tradition. Further, with the drive to incorporate workforce readiness skills into adult ESL instruction, practice time is being devoted to such speaking skills as reporting, negotiating, clarifying, and problem solving. She further said that Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce). Its form and meaning are dependent on the context in which it occurs,
including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions that tend to occur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted (Burns & Joyce). For example, when a salesperson asks, “May I help one?” the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary, but also those they understand when, why, and in what ways to produce language. Finally, speech has its own skills, structures, and conventions different from written language (Burns & Joyce, 1997; Carter & McCarthy, 1995; Cohen). A good speaker synthesizes this array of skills and knowledge to succeed in a given speech act.

Takeshi Ikeuchi, “Listening Comprehension and the Use of Audio-visual Aids at Home” A Case Study at a High School, Research bulletin of Takamatsu University.

“Listening Comprehension and the Use of Audio-visual Aids at Home” -A Case Study at a High School by Takeshi Ikeuchi is presented the data of Japan school. This paper aims to shed some light on the relevancy between English listening skills and the home use of audio-visual aids by high school students, referring to the kinds of aids and their functions used to improve the students’ listening skills. The result can be shown here. The most available audio-visual aids at home for the students studied was the television with 95 percent; followed by the VCR with 94; the CD-radio-cassette recorder with 83; the Walkman with 75; the stereo
with 58; the radio-cassette recorder with 55; the radio with 41; the record player with 30; the tape recorder with 27; the computer with 24; and the LD player with 2. Half of the students had the experience of using one or more of these audio-visual aids to study English. It was also revealed that the classes with advanced listening skills consist of a larger number of students who have used audio-visual aids to study English than the other classes regardless of their grade. This means that the listening comprehension is significantly related to the use of audio-visual aids at home, since listening is an essential skill which can be acquired from the use of audio-visual aids. Therefore, in teaching listening, the author strongly believes that the teachers’ appropriate guidance regarding the students’ use of available audio-visual aids at home will benefit the students and help them to improve their listening comprehension.


Paul Brett in his article “A comparative study of the effects of the use of multimedia on listening comprehension” briefly explain role of multimedia in listening improvement. He said Listening and speaking key languages skills, they have a vital role in the language acquisition process, and its development is of prime concern to language teachers. Computer software applications to further language learning are becoming commonplace and with advances in technology are now able to include multimedia that delivers video and audio in combination with text. This study investigates listening performance in a computer-based multimedia environment. It compares learner success rates on comprehension and language recall tasks while using the three different media of audio, video and multimedia. Results of performance on tasks
showed more effective comprehension and recall while using multimedia than audio or video plus pen and paper. A learner questionnaire indicated possible reasons for the greater success of multimedia. Implications of these results for the use of multimedia for listening comprehension are then discussed. Among these are those multi-media-delivered listening comprehensions tasks may be more efficient and that ongoing feedback to tasks should improve comprehension.

2.7 Review of Related Literature

The investigator has been reviewed past researches in the field of ELT.

**Mingsheng Li “Culture and Classroom Communication: A Case Study of Asian Students in NewZealand 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.

**Suthee Khamkaew. Needs and Problems in English Listening and Speaking Skills**: A Case Study of the Metropolitan Police Officers at Counter Service at China Songkram Police Station.

This study explored needs and problems in English listening and speaking skills of the Metropolitan Police Officers (MPOs) are working at counter service at China Songkram Police Station. The instruments used in this study were the questionnaire and the interview questions. The participants were 30 metropolitan police officers. The findings revealed that: 1. The MPOs needed to improve their English listening and speaking skills in main functions as follows: 1) greeting and offering help, 2) asking personal details and problems and wants, 3) giving information about accommodation, tourist information, transportation, and emergency calls, 4) giving directions, and 5) giving advice and instruction in safety, travel, and shopping. As for English training course, most MPOs needed to have a good command of English listening and speaking skills, especially Basic English conversation. The MPOs needed to learn via English textbooks and dialogue practice. The MPOs suggested that English training course should be conducted on Saturday and Sunday, lasting 1.30 hours per day, for 3 months. The trainers should be both Thai teachers and native English speakers. 2. Regarding listening and speaking problems of MPOs, the main listening problems were a variety of English accents, being unable to catch the main idea, and listening basic expressions. The main speaking problems were saying basic expressions, speaking in complete sentences, and pronouncing English vowel sounds.
Data Source

There were 30 Thai Metropolitan Police Officers (MPOs) worked in-shift at the metropolitan police counter service at China Songkram Police Station located near Khwaosan Road. All MPOs worked as the country’s ambassadors of Thailand in providing services to foreign tourists. Their functions are: 1) to facilitate and provide both Thai and foreign tourists with the security, assistance, and convenience, 2) to promote the Thai tourism industry, and 3) to join the authorities or to support any activities concerned. The sources of primary data were from questionnaires and interviews in February, 2009.

Instrument for Collecting Data

The instruments for collecting data in this study were the questionnaire and the interview questions which were constructed based on need analysis (Hutchinson & Waters, 1987), a survey of English use and problems. The questionnaire was constructed and developed based on the variety of previous related research, books, and journals concerning needs analysis, functions and responsibilities, as well as the preliminary interviews with some Metropolitan Police Officers (MPOs). The questionnaires were given to the MPOs at the 26 counter services in February 2009. The questionnaire consists of two types: closed questions (check-list and rating scales) and open-ended questions (see Appendix 2). It is divided into four parts.

Part I – Questions addressed general information of the MPOs: age, educational background, current position, and length of working
Part II – The needs in English listening and speaking skills: This part surveys the needs of listening and speaking for communication of the MPOs

Part III – The problems in English listening and speaking skills: This part surveys the problems in listening and speaking for communication that the MPOs encountered.

Part IV – Suggestions: The interview questions consist of four questions, asking the MPOs’ opinion regarding the importance of English and the general information of English training program.

Conclusion and discussion

This chapter presents the findings, discussions, and recommendations. The implications of the study as well as recommendations for further studies for organizing and improving English courses for the metropolitan police officers (MPOs) are also provided in the last section of the chapter.

Discussion of Major Findings

The first part of this section discusses the information of the participants. The discussion of needs and problems in English listening and speaking skills will be presented based on the questionnaire and interview data as follows:

General Information of the MPOs

The proportion of the participants in terms of gender shows 97% of MPOs were male; whereas 3% of MPOs were female. The majority of MPOs’ age (37%) were ranging from 41-50 years old. Most of them
graduated with a Bachelor’s degree (37%) and have been working as MPOs for 1-5 years (50%).

**Needs in English Listening and Speaking Skills**

Since the MPOs are responsible for facilitating and providing foreign tourists with the information concerning security, assistance, and convenience, they have to use English as a medium of communication and at the same time apply in their job operations when providing services to foreign tourists.

The overall need of MPOs in listening and speaking skills is important. The MPOs need to use English in various functions – (1) greeting and offering help, (2) asking personal details and problems and wants, (3) giving information about accommodation, tourist information, transportation, and emergency calls, (4) giving directions, and (5) giving advice and instruction about safety, travel, and shopping.

**Problems in English Listening and Speaking Skills**

In Thailand, English is regarded as an international language. Buripakdi and Mahakhan (1980) stated that most Thai people rarely use English in their daily lives especially listening and speaking skills, which are considered to be serious problems for Thai people when communicating with foreign tourists. The study showed that listening skill is regarded as the problem that often occurred. The major problems perceive various accents of tourists from different nationalities, being unable to catch the words when the tourists speak too fast, and listening basic expressions. In addition, speaking skill is also regarded as the
problems that often occurred. The major problems are saying basic expressions, speaking in complete sentences, and pronouncing English vowel sounds.

**Implication of the Study for English Training Course**

Based on the findings, English training course for the MPOs should be organized in accordance with the actual needs of the MPOs who need to use English in their line of duty and communicate with foreign tourists who seek assistance from them.

**Parnaz Kianiparsa and Sara Vali, The Effect of Grammar Learning on Speaking Ability of EFL Learners, Payame Noor University, Iran.**

**Study:**

The design of study is mostly descriptive. In other words, as mentioned before, the concern of this paper is to have a short review on the literature about the issue of grammar and speaking. However, to clarify this subject better, investigators try to ask the opinions of some Iranian EFL learners in this regard. Investigators chose our subjects or participants from a group of students who were studying English at one of the institutes in Iran. They were selected from different levels with different command of English. All the students were learning English through ‘Interchange’ system. They were asked to write about the influence of learning grammar on speaking English. No time limit was imposed on the learners; thus, they had enough time to write about their opinions in this regard at home. They were supposed to write about 2 or 3 paragraphs to express their ideas. As mentioned above, these 30 students were from different levels of English, but each level was considered
separately in terms of their English to observe the homogeneity of the participants. Here, the opinions of the subjects in various levels are given:

Most of students believed that speaking is the most important skill in learning English or it’s better to say a foreign language. They said their main aim is to learn how to speak; however, in order to reach this goal they have to learn grammatical rules and points because observing grammatical points is essential for putting words into proper sentences. However, none of them considered this issue, and they tried to speak in such a way that everybody can understand their speech. Subjects believed that learning grammar is always troublesome for them because most of the rules are very difficult to be learnt by the EFL learners, and sometimes EFL teachers are not qualified enough to teach grammar so that they ignore grammar, and try to work on other skills—writing, listening, and reading having studied the frame work of a foreign or second language.

Result:

The result of the paper depicted that in some Iranian EFL learners’ point of view, learning grammar is effective in speaking English our research, now it is the time to discuss the results of the paper, to conclude the article with the overall views in this issue, and maybe to suggest future studies in terms of grammar and speaking as a foreign language. As shown in the background section of this research, most of the time, it was stated that in order to speak a foreign language fluently it is necessary to learn grammatical rules. It has been suggested that vocabulary knowledge and grammatical knowledge are complementary for speaking a language. However, investigators do not have a lot of studies to investigate the relationship between grammar and speaking.
Thus, it is recommended to conduct more studies in this issue to write appropriate materials for helping students speak easily. These kinds of descriptive researches can introduce new ideas in ELT to improve EFL teachers’ knowledge in different aspects of language learning. Also, more studies can be done in finding the effect of grammar instruction on learning other skills, such as reading, writing, and listening.


Among the four skills mostly listening has been neglected in teaching and research. Listening is important for language acquisition and language learning. This present study gives information regarding the basic knowledge on listening comprehension. Two TOFEL classes allocated to EFL students took part in the study. Some treatment regarding listening skill is received by the experimental group. This study is two groups experiment in which experimental group and control group are included.

Study

The study is “Is Listening Comprehension Influenced by the background knowledge of the Learners?”

Subjects

There were two groups conducted by two classes in which each had twelve students who were doing preparation of TOFEL. The treatment was received by Pouya Language Institute and control group allotted in Shiraz University Language Centre.

Result
The mean of the experimental group is 43.16 and 34.5 mean of control group. The standard deviations of both the groups are 3.78 and 4.56 respectively. The range of experimental group is 11 and of the control group is 15. More variation of standard deviation and range indicate among the subject’s scores of the control group and experimental group. Considering the obtained date, one can claim that the subjects in the experimental group performed more homogeneously than those of the control group. Therefore, it can be concluded that this homogeneity is due to the treatment given to the experimental.

The score distribution of both the groups is positively affected though the former is more affected. This shows that the scores of the experimental group have been closer to each other than those of the control group in addition. The scores obtained from the application of the test to both groups are flat. (Experimental group= 0.88 and control group =0.67). It is also indicate the reality regarding the higher variation among the subjects’ scores of the control group. All the descriptive statistics together it can be assumed that the performance of the experimental group has improved due to the treatment and subjects in this group performed more homogeneously than those in control group. The difference between the means of the scores of the two groups is statistically significant. So the result of the treatment shows the success of experimental treatment and better performance of the study.
Duong DucMinh, NattawutJaikla, TianXingbin, Channarong Intaraprasert, “Strategies for oral skills Improvement by Thai Science-oriented graduate students”, Biotechnology, Suranari University of Technology (SUT), 1979.

This research work has been conducted to examine and explore the use of learning strategies in the teaching and learning of vocabulary (Brown and Perry), listening comprehension (Ross and Ross), reading (Rusciolelli), and in the understanding of the learning process (Chamot; Nunan). According to Feyten, of the total time people spend on communication, 45% on listening, 30% on speaking, 16% on reading, and 9% on writing. In these study Science-oriented graduate students” are nineteen master’s degree students majoring in Biotechnology at Suranaree University of Technology (SUT). There are participant in research are 19 first-year grad students majoring in Biotechnology at SUT which are from 1 Cambodian, 2 Vietnamese, and 16 Thai. There are two types of tools has been used which are In-depth Interview and Open-ended questionnaire.

Research purpose

To explore strategies that graduate students majoring in Biotechnology at SUT use in order to improve their oral skills

Research Questions

1) What types of strategies were reported by science-oriented graduate students for their listening skill improvement? And,

2) What types of strategies were reported by science-oriented graduate students for their speaking skill improvement?
### Background of the participants

<table>
<thead>
<tr>
<th>Item</th>
<th>Ranking</th>
<th>Person(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learning Experience (years)</td>
<td>Less than 10</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>10-15</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>More than 15</td>
<td>4</td>
</tr>
<tr>
<td>Self-rated for Listening Skill</td>
<td>Good</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Fair</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Poor</td>
<td>-</td>
</tr>
<tr>
<td>Self-rated for Speaking Skill</td>
<td>Good</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Fair</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Poor</td>
<td>1</td>
</tr>
</tbody>
</table>

### Data analysis

The interview recordings were fully transcribed verbatim. L1 interview transcripts were translated into English by the investigator who had conducted the interview.

To increase the reliability and validity, the following activities were done:

1. Intra-reliability check: Each investigator repeatedly listened to audio-records and checked his own transcript more than one time.
2. Inter-reliability check: Another member of the research team listened the second time to the recordings and read the transcripts again. The translation versions were checked by the project supervisor who is an expert of English, Thai, and Vietnamese.

**Result and Discussion**

**Strategies for speaking skill improvement**

1. Memorizing words /sentences/ phrases to improve one’s speaking skill
2. Communicating with other people in English
3. Imitating English native speakers
4. Trying to use English in real-life situations
5. Trying to interact with teacher in class by asking and answering questions
6. Using the internet to improve one’s speaking skill
7. Seeking an opportunity to speak English
8. Talking to oneself in English
9. Asking for a correction from teacher
10. Playing a speaking game in English

**Strategies for Listening skill improvement**

1. Listening to radio programs in English
2. Listening to English songs
3. Watching TV programs in English
4. Watching English speaking films
5. Doing the repetitive listening
6. Using the internet to improve one’s listening skill
7. Having a conversation in English
8. Interacting with teachers in English
9. Seeking ways for improving one’s listening skill.

**Conclusion**

Most of the strategies reported by the M.Sc. students for speaking skill improvement were the fluency-focused strategies.

Most of the strategies for listening skill improvement reported were the direct strategies.

Mass media and Technology have an increasing role in language teaching and learning nowadays.

- For language teacher, we should pay more attention to a development of technology in order to provide and prepare ourselves for a new age of language learning and teaching – a technology-based language teaching and learning era

- For language learners, if they know how to use technologies or mass media communication effectively and maximally, it is very easy for them to success in learning a language.

**Takeshi Ikeuchi, “Listening Comprehension and, The Use of Audio-visual Aids at Home”, A Case Study at a High School.**

This Japanese case study shows the importance of audio visual aids at high school level the investigator has given the numbers of improvement in this case study.

**Study Population Defined**

The study focused on 226 students in general courses at Takamatsu First High School in Kagawa Prefecture. Two classes from each grade
level were selected, one special English class and one training class of students with above average aptitude for English. In this paper, special English classes and training classes in the first, second, and third years for a total of six classes were selected for the study. They are abbreviated as 1-S, 1-T, 2-S, 2-T, 3-S, and 3-T. The numbers indicate the grade level, while S stands for special English class and T stands for training class. The breakdown of the study population is shown in Table.

### Study population by class

<table>
<thead>
<tr>
<th>Class</th>
<th>1-S</th>
<th>1-T</th>
<th>2-S</th>
<th>2-T</th>
<th>3-S</th>
<th>3-T</th>
<th>Total Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>22</td>
</tr>
<tr>
<td>N</td>
<td>8</td>
<td>6</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>6</td>
</tr>
</tbody>
</table>

The special English classes and the training classes were both composed of students who were selected by the school in terms of general scholastic ability. The students with the experience of studying abroad for one year or more, and those who were absent from the listening tests and those who failed to return the questionnaire were excluded. An average high school student was found to be able to use approximately nearly six electronic gadgets as audio visual aids at home. The availability to such a large number of audio-visual devices provides students with great opportunity to make use of them as beneficial tools for improving their English listening skills at home or off campus, without being restricted to
the school hours. The most available audio-visual aids at home for the students studied was the television with 95 percent; followed by the VCR with 94; the CD-radio-cassette recorder with 83; the Walkman with 75; the stereo with 58; the radio-cassette recorder with 55; the radio with 41; the record player with 30; the tape recorder with 27; the computer with 24; and the LD player with 2. Half of the students had the experience of using one or more of these audio-visual aids to study English. It was also revealed that the classes with advanced listening skills consist of a larger number of students who have used audio-visual aids to study English than the other classes regardless of their grade. This means that the listening comprehension is significantly related to the use of audio-visual aids at home, since listening is an essential skill which can be acquired from the use of audio-visual aids. Therefore, in teaching listening, the author strongly believes that the teachers’ appropriate guidance regarding the students’ use of available audio-visual aids at home will benefit the students and help them to improve their listening comprehension. Out of the eleven audio-visual aids, the one used by the largest number of students for studying English among the students with the experience of using them was the television with 52 percent, followed by the CD-radio-cassette recorder with 43; the VCR with 22; the stereo with 21; the Walkman with 11; the radio-cassette recorder with 6; the computer and the radio with 4; the record player with 3; the tape recorder with 2; but the LD player with 0.

Out of the eight mechanical functions of those audio-visual aids, the one used by the largest number of students — among the students with the experience of using them — was the television with 64 percent; followed by the radio with 37; the tape recorder with 32; the CD player and the VCR with 22; the computer with 4; the record player with 3; but
Dyahrohma Wati, “Improving students’ Vocabulary Using Audio Visual Aids”, Research Paper, School of Teacher Training and Education, Muhammadiyah University, Surakarta

The problem of this research says “Can audiovisual aids improve the students’ vocabulary?“

Knowing word in young learners comprises knowing its pronunciation, spelling, and concept of meaning. In this research, the writer will try to improve the students’ vocabulary using audiovisual aids. So, in other word, the writer should improve the pronunciation, spelling, and concept of meaning of the vocabulary.

Limitation of the Study

The writer conducts a research in SD Birrul Walidain Muhammadiyah Sragen. She implements the method of using audiovisual aids in teaching vocabulary to ‘the first c’ students of SD Birrul Walidain. The object of this research is the vocabulary which is stated in CD interactive published by Iqro’ Media. Actually, there are many vocabularies in that CD Interactive. Those words are grouped and displayed based on its topic. In this research, the writer only applies some topics which are usually used in daily life, such as Home, Restaurant, and Sport Park.

Objective of the Study

There are some objectives of this study:
1. General Objective

It is to improve the students’ vocabulary by teaching using audiovisual aids.

2. Specific Objective

It is to:

   a. Describe the implementation of audiovisual aids in improving students’ vocabulary, especially in its pronunciation, spelling, and concept of meaning.

   b. Describe the find whether audiovisual aids improve the students’ vocabulary, especially in its pronunciation, spelling, and concept of meaning.

   c. Describe the students’ response to the technique implemented that is using audiovisual aids

**Benefit of the Study**

The research will give some benefits as follows:

1. *Theoretical benefit*

   a. The research can be useful to other investigator who wants to conduct research that is related to the same theme that is vocabulary.

   b. The research will give clear description on the implementation of teaching vocabulary using audiovisual aids in improving students’ vocabulary.
2. **Practical benefit**

   a. The result of teaching vocabulary using audiovisual aids can be reference for English teacher in order to improve the students’ vocabulary using Audiovisual aids.

   b. The result of learning using audiovisual aids can be useful for the students in improving their vocabulary.

   c. The writer will get clear description of the implementation of teaching English using audiovisual aids and apply this technique in real teaching.

   To solve some problems the investigator tries to use audio visual aids in teaching method. Audiovisual aids are devices which are audible (can be heard) and visible (can be seen) (Hamzah 11). By using this aid the students can watch the cartoon video that represents the vocabulary and also listening, its pronunciation from the native speaker. It will make them feel interested in learning vocabulary, because they can watch the image of the object directly. In fact, the students’ interest will influence their capability in mastering vocabulary. In applying this method, the writer uses repetition to teach vocabulary. Brook in Fauziati (34) states that in repetition the students repeated utterance aloud as soon as he has heard it. So, after the students listen to the native speaker of the video and look up the image of the vocabulary, the teacher asks them to imitate and repeat it. Indeed, the writer is interested in improving the students’ vocabulary and in this research she will try to apply audiovisual aid as a media in teaching vocabulary.
2.8 Conclusion

In short, several studies had been conducted concerning various aspects of books, article, and research regarding audio visual aids, material related to it, listening and speaking skills. Most of the studies had been done in abroad as a part of language improvement and development of language skills like listening skill, speaking skill, reading skill, writing skill and communication skill. To improve English language several studies had been done in India also. But scanty efforts of research to improve listening and speaking skill had been carried out in India. Few researches emphasized on audio visual aids to improve language skill in English. Hence the investigator considers that the present study is highly relevant and worthwhile.
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