Chapter 2

REVIEW OF LITERATURE

2.1 Introduction:

This chapter describes how effectively we can utilize audio-visual aids for developing oral communication skill. This chapter begins with the review and present status of audio-visual literature and research done so far. This chapter clearly explains the importance of audio-visual aids, role of constructivism and how to plan audio-visual aids for the effective use in order to develop oral communication skills. It also discusses the guidelines for using audio-visual aids in broader concept it also deals with the types of media and their effective use. This chapter discusses about the issues from different other researches that are very closely related to the focus of this study. Firstly, it gives a theoretical overview of improvising audio-visuals in language teaching and learning. That means how different language teaching and learning theories view the use of audio-visuals in language teaching.

2.2 Theoretical and Methodological Aspects of Using Audio-Visual aids in Language Teaching:

Many language teaching-learning theories and methods hold up the concept of using additional audio-visual aids in any language teaching. In those theories and methods the details guidelines of using audio-visual aids in language teaching and learning and their connection and relation with the development of language skills are discussed.
2.2.1 Audio-Visual Aids in CLT:

Communicative Language Teaching (CLT) is one among the popular language teaching approaches in the present era. It was coined and implemented in the early 1980s which aimed the practical use of language in day to day communication. In this approach, the use of authentic materials is highly emphasized and noted. Teachers are encouraged to use different audio-visual aids in a communicative language teaching classroom. As the materials are all most authentic, there are wide ranges of use of the images and videos in the classroom to make the class authentic and interesting. Usually, the language class activities are based on the activities that are related to real and day to day communication. As a result, the learners are shown different visual aids like maps for giving direction, pictures for describing any place or person and so on.

2.2.2 Use of Visual Aids in the Direct Method:

The Direct Method is one of the language teaching methods which highlights on the complete use of the target language learning. In this method, teachers do not use any mother tongue language in the classroom. The instruction and other activities are given using the targeted language. Even if any student cannot understand anything, teachers do not use mother tongue language; rather teachers demonstrate and show something to make them understand. And as a result, teachers use different visual aids like picture and posters in the classroom. For example, if teachers want to teach how to give direction to the students, they can use a map or any related picture to make their work easier. As they cannot use the mother tongue language to explain something, using visual aids is the best
option for the language teachers. Also, it helps the learners to have clear idea about the subject matter through these visual materials.

2.2.3 The Silent Way and Use of Visual Aids:

In the Early 1970s a new language teaching theory or method emerged named as „The Silent Way” based on the Cognitive Approach. The Principles of this method was that, the learning is facilitated if the learner discovers or creates rather than remembers and repeats whatever is to be learned, learning is facilitated by accompanying real physical objects and problem solving involving the materials to be learned. In this method, there is a use of visual aids to facilitate the teaching. Teachers use sound-color charts and color queue to teach the target language. Here every color represents a sound. Teacher points a color in the colors chart and the students will utter the sound that is represented by the color itself. Thus the visual aids are incorporated with the method in teaching sounds as well.

2.2.4 Suggestopedia and Audio-Visual Materials in Language Teaching:

Suggestopedia is a language teaching theory developed by a Bulgerian psychiatrist-educator Georgi Lozanov. This method of language teaching extremely supports the use of audio-visual aids in teaching any language. The most conspicuous characteristics of Suggestopedia are furniture, decoration and arrangement of the classroom, the use of music and the authoritative behavior of the language instructor. Usually, the classroom in Suggestopedia is arranged with different colorful images and posters so that there is a relaxing during learning environment for the learners. The only
The purpose of this type of classroom arrangement is to remove the anxiety of the learners and to make sure a friendly and comfortable classroom setting. It is usually believed if the learners are free of anxiety and are comfortable, it becomes easier for them to learn a new language. Moreover, different smooth music are used in the classroom to make the learners relaxed and more attentive in the learning process. The classroom setting is arranged in a way so that it creates an image of target language settings.

The challenge for the teacher is to create a classroom environment which is vivid and cheerful. This was accomplished in the classroom I have visited where the walls were decorated with scenes from the country where the target language is spoken. These conditions are not always possible. Therefore, the teacher should try to provide as constructive an environment as possible.

2.2.5 Related Literature:

A number of reviews or summaries of audio-visual research have been arrived during the past decade as articles, chapters in different language learning and teaching books, or research papers. English teaching in India especially in Andhra Pradesh was first taught in class VI for Telugu medium students at government schools. There were various changes and now English is taught from first standard, and indeed in elementary / primary level. Teaching English to young learners at young age, it is essential to consider how children learn anything especially language? Hence there are recognized states of cognitive development that each and every child passes through, those who are preparing teaching materials should take account of those different stages. There is also very great need of the motivation to learn English for both the teachers and the learners. The
majority of primary school teachers have an insufficient command of English to teach it effectively. Instructors with inadequate subject knowledge have very little confidence. With the short of subject knowledge which automatically leads to subject application will not take place, moreover it is unfair to place immense expectations on primary school teachers of participatory practices (or) child-centered learning. Where can they establish if they do not understand the resources and their own knowledge of the language is so weak to make the students to speak the targeted language? Having very little subject knowledge is one of the main reasons of the present problems in Teaching English in any Indian language classrooms.

2.2.5.1 Piaget’s Stages of Cognitive Development:

The Child develops cognitively through vigorous association with the environment or surrounding places; hence each new step in development constructs on and becomes integrated with previous steps. Because the basics of the four steps in cognition development normally happen during the primary school years and it is important for all language teachers dealing with children to keep the characteristics of each cognitive stage in their mind. They are as follows:

1. The stage of sensory-motor intelligence (0-2 years): In this level behavior is most important aspect. The child does not yet on the inside represents events and analyze conceptually through cognitive expansion and it is seen as schemata construction.

2. The stage of pre-operational thought (2-7 years): This stage is engaged or main aspect is to develop the language and other forms of representations and rapid conceptual
implementations. Reasoning during this stage is pre-logical otherwise semi logical and children likely to be incredibly egocentric. Infants often focus on a single feature of a situation at a time. For instance, they may be able to sort by size or color but not by both characteristics at once.

3. The stage of concrete operations (7-11 years): during these years the infant develops the capacity to relate logical thought to actual problems or issues. Concrete experiences, hands-on and real help children to understand new concepts and ideas. Using language to exchange ideas or information becomes much more significant than in any other earlier stages, as children become extra social and less egocentric.

4. The stage of formal operations (11-15 years): In this level the child’s cognitive structures establish their highest level of development. Moreover child will be able to apply logical reasoning to all kinds or classes of problems, including abstract problems even though they are coming out of without concrete referents or direct experiences.

The thinking skills of the most of children in school level are at the concrete operations level, experience plays a key role in all type of knowledge. Piaget clearly points out that, learners are not simply miniature adults like, who have less experience and thus less knowledge to work with as they approach new issues and problems. They do not think like adults, because their minds and thinking are not like adult minds and thinking.
2.3 Other Proponents of Educational Technology:

Educational technology in a way could be traced back to the emergence of very early tools; perfect examples are like engraving or painting on cave walls. But usually its history is made to start with educational movie 1900's or Sidney Pressey's mechanical teaching technology in the early 1920's.

First large scale practice of new technologies can be traced back to United States’ World War-II during that time soldiers are trained through films and other mediated materials. Today all kinds of presentation-based technology are based on the idea that people can learn stuffing through aural and visual reception which prevails in many forms in particular they are streaming audio, video, PowerPoint presentations and voice-over etc.

The 1950's technology was directed to two major still popular designs. B. F. Skinner’s effort led to "programmed instruction" spotlighting on the formulation of behavioral objectives, prizing and breaking instructional content into small units or rewarding correct responses immediately or periodic parameters. Advocating a mastery move towards learning based on his classification of intellectual behaviors. And Bloom endorsed instructional techniques that varied both time and instruction according to learner requirements. Models based on these designs were generally referred to as computer-based training CBT, Computer-aided instruction or computer-assisted instruction CAI in the 1970's. In an additional simplified form they correspond to today's "e-contents or e- schools" that often form the core of "e-learning" set-ups, sometimes also
referred to as E-instruction or web-based training WBT. The course designer divides learning contents into slighter chunks of text increasing with graphics and multimedia presentations. Regular multiple choice questions with immediate feedback are additional added for self-assessment and guidance.

The 1980's and 1990's there came a multiplicity of schools that can be kept under the umbrella of the label known as (CBL) Computer-based learning. Very often based on constructivist and cognitive learning theories, these environments focused on teaching both together with abstract and domain-specific problem resolving. Chosen technologies were micro-worlds (computer environments where students and learners could explore and build), simulations (computer environments where learner and students can play with parameters of dynamic systems) and hypertext.

Digitized communication and networking in education began in the middle of 80s and became popular by the mid of 90's, in particularly through the (WWW) World Wide Web, email and Forums. But also there is a difference between two major forms of online learning. The earlier type, based on either Computer-based learning (CBL) or Computer Based Training (CBT), focused on the interaction amid the student and computer drills in addition tutorials on one hand or micro-words and simulations on the other. Both can be delivered today over the World Wide Web. In the present day, the prevailing paradigm in the regular school organization is Computer-mediated communication CMC, where the most important form of interaction is between students and instructors, mediated by the computer. CBT or CBL usually means individualized i.e. self-study learning, while computer mediated communication involves teacher/mentor facilitation and requires
schematization of elastic learning activities and potentials. In addition, modern computer mediated communication provides education with tools for sustaining learning communities and which are associated with knowledge management activities. In addition also provides tools for student and curriculum management.

2.4 History and Progress of Constructivism Over Time:

“As long as there were people asking each other questions, we have had constructivist classrooms. Constructivism, the study of learning, is about how we all make sense of our world, and that really hasn’t changed.” Jacqueline Grennan Brooks (1999)

Although based on cognitive psychology theories and researches, audio-visuals history goes back to the ancient Greece, in particular the Socratic Method. The perception of constructivism has roots in classical antiquity, going back to Socrates’ dialogues with his followers, where he asked or directed questions or enquiry that led his students to realize for themselves the weaknesses in their thinking process. The Socratic dialogue is still an important tool in the way of constructivist educators and they assess their students' learning and plan new learning experiences and environments timely.

In the identical century, Jean Piaget and John Dewey have developed theories of childhood development and education, the same as we now call „Progressive Education” that led to the evolution of constructivism theory. The psychological family tree of constructivism began with the developmental work of Jean Piaget, who developed a theory namely the theory of genetic epistemology which analyzed the development of the
mind to evolutionary biological progress and highlighted the adaptive function of perceptive. Piaget proposed 4 stages in human development: they are, the sensory motor stage, the preoperational stage, concrete operational stage, and the formal operational stage. For Piaget, the advance of human intellect proceeds through organization and adaptation. Adaptation is a process of accommodation and incorporation, where external events are incorporated into existing understanding, but an unfamiliar event, which doesn’t fit with existing knowledge, are absorbed into the mind, thereby changing its organization completely. Piaget believed that humans learn through the construction of one logical structure which should go one after the other. He also concluded that the logic of children and their modes of thinking and analyzing are initially and entirely different from those of adults. Hence implications of this theory and how he applied them have shaped the foundations for constructivist education theory or model. Countless studies have demonstrated or tried to discredit Piaget's developmental stages. Here is an example; it has become clear that most adults use formal operations in only a few spheres of influence where they have prior knowledge or expertise. But nonetheless, according to Piaget's hypothesis, learning is a transformative rather than a cumulative process and which is still central or major. Children do not learn a bit at a time about some issue until it finally comes together as perceptive. But, they make sense of whatever they know from the very beginning from their prior knowledge and understanding. This understanding is progressively reformed as new knowledge which is acquired and especially the new knowledge that is incompatible with their previous understandings and learning. This transformative view of learning has been to the highest degree extended by Neo-Piagetian research.
According to American philosopher and educator John Dewey, education depended on action where knowledge and ideas emerge only from a situation in which learners or students have to draw out experiences that they have importance, meaning and conceptualization. Dewey argued that human thought is a practical problem resolving, which proceeds by testing rival hypotheses. Hence these problem solving experiences are encountered in a social circumstance, such as classrooms setups, where students join together in manipulating materials objects and observing outcomes and obtaining results. Dewey coined the method of progressive education in North America. Moreover Dewey gave a call to education that it needs to be grounded in real experiences. He wrote that, "If you have doubts about how learning happening and engages in sustained inquiry: ponder, study and consider alternative possibilities and arrive at your belief grounded in confirmation." Investigation and enquiry are key elements of constructivist learning.

Among the educators, philosophers, sociologists and psychologists, who have added new perspectives to constructivist learning theory and practice, among them most prominent are Lev Vygotsky, David Ausubel and Jerome Bruner.

The Russian psychologist Lev Vygotsky's the relevance to constructivism drawn from his theories about thought, language, and their mediation by surroundings in the society. Vygotsky held the situation that the child gradually internalizes external and social activities which includes communication. Though social speech is internalized in adulthood stage, it becomes thinking, Vygotsky finished that it still preserves its own intrinsic collaborative outlook. Vygotsky introduced the social aspect of learning to constructivism. Vygotsky defined that, "zone of proximal learning" is according to which
students can solve issues beyond their actual developmental level but within their level of potential development, under adult guidance or in collaboration with more capable peers and other students in the same classroom. In his experiments Vygotsky observed the difference between the child's reasoning when the child is working independently versus reasoning when the same child working with a more competent person. He devised the term the *zone of proximal development* to reflect on the prospective of the difference. Vygotsky's findings put forward that learning environments should involve guided interactions that permit children to reflect on inconsistency and to change their conceptions through their communication. Since then Vygotsky's work has been extended in the *situated approach* to learning.

Bruner initiated curriculum change based on the concept that learning is an active and social process, in which students construct new ideas or concepts which are based on their current understanding. Seymour Papert's enormous work in using computers to instruct or teach children has led to the widespread the use of computer and information technology in constructivist environments.

Modern educators who have studied about, written, and practiced constructivist approaches to education among them proponents are Ernst von Glasersfeld, Jacqueline Grennon Brooks, Eleanor Duckworth, John D. Bransford, Roger Schank, , George Forman and Martin G. Brooks.

Therefore, Piaget contributed the idea of transformation in learning and development. Vygotsky stated the idea that learning and development were integrally tied
to communicative interactions with other people. And Dewey added the idea that schools had to bring real world problems into the school curriculum.

2.5 The Present Status of Audio-Visual Research:

Audio-visual education as a concept of effective teaching method and it is a comparatively young area of professional education system. Suppose if we were to draw up a list of efficiently planned and accomplished professional research studies and researches in the field of audio-visual education and comparatively see it with the research literature currently available in the fields of reading, language arts, social studies, arithmetic, etc., one can see at a glance that audio-visual research is by assessment very "sketchy." It is fact that in the short space of 25 years great strides have been made in audio-visual education theories. Due to this, our responsibilities today must be to accelerate the pace of audio-visual research, not in the direction of establishing audio-visual education as a profession in education area but in the direction of investigating and establishing the role of audio-visual materials as they effectively help in the implementation of specific goals in general education system. For instance; it is applicable in the area of social attitudes and audio-visual methods and theories. We have pitifully little to report to the reading specialists about the role of audio-visual materials in vocabulary development and reading comprehension. I cannot cite single study in the area of arithmetic readiness or skill accomplishment. Those we make films and filmstrips in that area, our education system have not yet, to my knowledge, that is tested them in a way convincing to the scrutiny of the professionally trained mathematics methods persons and researchers.
During the past decade, research in audio-visual communication has increased immensely because of the research programs being conducted by the different educational system all over the world. This 10-year period has also seen a changing research emphasis from the comparative study to so many kinds of instructional techniques and attempts to justify the use of audio-visual materials to the investigation of variables within the materials themselves and the theories of use in order to increase their instructional and persuasive effectiveness in the present education system.

2.6 Use of Audio-Visual Aids in ESL Classroom:

Even though, the use of audio-visual aids in language teaching has become a common trend of the ELT practitioners, there is not adequate study on this issue in general, especially in the Indian context. However, any study on this subject can be a good source of secondary data for this study. Mathew & Alidmat these two people have conducted a study on the usefulness of audio-visual aids in English language teaching. According to the proponents, “Teaching and learning becomes monotonous when the language teachers are forced to rely on the text books as the only source of language teaching and learning”. In their study, they have explored how the use of audio visual aids helps the language teacher in English as second language classroom at undergraduate levels. They established that the result of their study indicates that using audio-visual aids in language teaching is helpful for both the teachers and the students. Both the parties claimed that it makes the class interesting and effective in motivating towards the lesson and topic.
2.7 Use of Technology in Language Teaching:

Science has contributed a lot in the area of technology which has prepared our lives easier and comfortable. At every sphere of life, the dramatic revolution of technologies has been influential. Hence the field of education and training is not out of this topic area. Now-a-days, teachers are using different technologies in their classes to make it different and effective from the traditional ones. The current emergence of Computer Assisted Language Learning (CALL) in the field of English language teaching has spread the utilizing of technologies in language teaching and learning. Now teachers of English language teaching are well aware of the trend of incorporating ICT in language teaching in diverse directions. Due to the availability of multimedia projectors and computers, it has become easier for the language teachers to bring innovation in language teaching and learning. Moreover, distant learning and e-learning have become popular in the recent times due to the effective use of technology in language teaching and instruction. As a result, different online courses are conducted by different ELT organizations and communities. Learners can attend different virtual online courses using technologies. Even, the world’s best broadcasting, BBC is providing opportunities for the mobile phone users to learn English in all over the world. As a result, the scope of language learning has reached to the remote places of the country in all the directions.

2.7.1 PowerPoint as a Visual Material:

In the modern teaching system, another essential aid for the teachers is a PowerPoint slides and texts. PowerPoint slides have become popular among the teachers from all the disciplines irrespective of the subject area. This tool has made teaching more
and more dynamic with attractive presentations and audio-visualized equipments. Ozaslan & Maden conducted a relevant study where they found that students learn better if the concepts are presented through some visual and auditory tools. Teachers also believed that PowerPoint presentations also make the content more interesting which draw the attention of the students very easily.

On the other hand, few people think that PowerPoint slides are not always helpful for teaching and instructing. It may draw a border between the presenter and the audience, as the presenter concentrates more on the slides than the audiences. According to Norvig, “PowerPoint makes it harder to have an open exchange between presenter and audience, to convey ideas that do not neatly fit into outline format”. Nevertheless, Corbeil in his study found that students like PowerPoint presentations for their liveliness, brightness, clarity and interactivity. Because, the power point presentations help the learners to understand better as they can see the visuals with examples.

2.7.2 PowerPoint to Facilitate Presentation skill:

Presentation skills are one of the important skills in the recent time as the purpose of learning English is to maintain effective communication skills. However, speaking the targeted language in front of others is not that much trouble-free. It is always a difficult duty for every person to give presentation in front of everyone. But if the speakers have some aids in front of them, it becomes easier for them to deliver the speech even if large crowd is there in the class or room. Use of PowerPoint in presentation has become popular in the current time. Availability of multimedia projectors and computers has made the task easier for the teachers of using PowerPoint slides in their lectures. Using
PowerPoint slides, the presenter can keep the main points in bullet points that he/she wants to deliver in the class. It gives the presenter confidence and he/she can recover his/her nervousness very easily. It helps the presenters to organize the speech in better ways and make the presentation lively by using different colorful visuals and examples more effectively. It also helps the audience to pay attention in the presentation as they have something like visuals in front of them. Moreover, PowerPoint presentation has become popular among the language teachers as well as business people. This has made them organized presenters with a lot of variation and visualization. Teachers can present the teaching materials visually in the class using PowerPoint presentations. Moreover, they can give some examples with colorful images or videos using the PowerPoint slides. As a result, the outcome of the class becomes interesting to the learners and they are motivated and highly engaged in the class activities.

2.7.3 Using Video as Audio-Visual Aids:

The use of video in teaching English as a second language (ESL) classroom has become a common practice for the ELT practitioners. In the current times, internet facilities and availability of different technologies have made the task of the language teachers easier. Teachers can download different videos which are appropriate for the learners from the internet. As there are thousands of ready-made videos designed for language teaching and learning, teachers can easily choose according to their needs of the class. Videos can facilitate language teaching in different interesting ways. It makes the classroom interesting removing the monotony of the learners. And also, it helps the learners to generate innovative ideas for discussion. It makes the class more interactive.
and effective. Çakir the researcher reported that use of videos in language teaching ensures authentic language input to the learners and the students. Moreover, using content related videos helps the learners to conceptualize the concepts and get in depth thought on that particular given topic. Besides, learners can concentrate on the use of contextual language in the videos along with non-verbal features of language that helps them to have better understanding of the target language usage.

Cunning the researcher also discussed the usefulness of using videos in language teaching pointing that video provides stimuli to the learners which facilitates an opportunity to the learners to get background schemata of the subject and the concept. Also the use of videos helps the learners to have an idea of the stress and rhythm pattern of the target language. Moreover, it allows the learners to predict, assume, infer and critically analyze information of the subject matter. Moreover, watching a video, learners have the opportunities of experiencing dynamics of language communication and functions. As Secules, Herron, & Tomasello stated that, “Video offers language learners opportunities to see the dynamics of communication, and because such materials are widely available, it may offer a better and feasible option and choice for listening comprehension.

2.7.4 Using Picture in ESL Classroom:

Use of picture in the language teaching has become a common phenomenon at present scenario. Images are effective and additional aids in an ESL classroom setting. Using different appropriate pictures in classroom makes the class more interesting and interactive. Technology helps the teachers to visualize the provided content of the
classroom. Also, advanced technology makes the learners more attentive and engaged in apt tasks. When vast sources of pictures are used to introduce any topic to the learners, it becomes more authentic and contextualized. Learners get an overview of the lesson and could generate ideas and practical knowledge. It improves the learner comprehension ability to understand the concepts very easily. Use of audio-visual materials makes the learning very long-lasting than the use of traditional textbooks and materials. The advantages of using pictures are so many. First of all, images are very readily available in online. Secondly, almost all types of pictures do exist in internet. Anyone can find any picture suitable for his/her class and learners. And a well known fact is a picture can express thousand words which is more effective than giving only verbal lecture.

2.7.5 Using Songs in Teaching Language:

As different audio-visual aids are used in language teaching in the current times, songs are also useful to provide language input to the language learners. Music helps to create a relaxing environment basically which is very important to lower the anxiety level of the learners. Since anxiety also works as a barrier of learning a new language to ensure the maximum learning condition, this should be lessened. One of the popular language teaching methods Suggestopedia also supports this idea of using music in teaching language and language learning. In Suggestopedia relaxing music is played at the beginning of the class to remove the anxiety of the learners and make them attentive towards the class and the lesson. Freeman explained the settings of a Suggestopedia classroom stating with an example, the teacher puts on some music. The teacher begins to read the text. Her reading appears to be molded by the music as she varies her intonation
and keeps rhythm with it. The learners follow along with the voice of the teacher, who allows them enough time silently and read the translation of the dialogue in their native language. Students are encouraged to highlight and take notes during the class. The teacher pauses or stops from time to time to allow the students to listen to the music, and for two or three minutes at a pause, the whole group stands and repeats after the teacher, all tougher joining their voices to the music. Thus, music is incorporated involved with the language teaching in Suggestopedia. It is considered that songs are useful for making the learners comfortable in speaking and evoking positive emotions. Moreover, Freeman also pointed out that “music reinforces the linguistic materials. It is desirable that students achieve a state of 'infantilization' so that they will be more open to learning and understanding the concepts. If they trust the teacher, and listens carefully they will reach this state of developing language functions more easily”.

2.7.6 Songs in Designing Activity:

In designing activities in a language class, songs can be very useful to the teachers as well as to the learners. Songs can be used in teaching almost all the language skills. However, especially in listening to activities, songs are good resources for the language instructors and teachers. Songs help teachers to provide language input to the learners based on which they can design different activities. As songs can draw the attention of the students easily, learners are more attentive and engaged in the task than any other materials and activities. Through songs, learners are provided a vast range of vocabulary and language exposure of all language functions. As a result, it becomes easier for the teachers to develop different activities like fill in the blanks, multiple choice questions, and short notes questions to check the learners' understanding of the songs and the lyrics.
and how language is used and construction of words more over vocabulary also tested. It is an effective way of testing listening skill of the learners thoroughly. Songs are also interesting to the learners as they find it as learning through fun and play. Moreover, songs can be used in the pre-task of a speaking class to increase the level of learning by capturing the students’ concentration. Learners can be asked to share their understanding of the theme of the song in the class after they listen to the song which was played. They can reflect on the song played in the class. Thus songs can be good way of motivating the learners in speaking as well as all other language functions.

2.7.7 Audio-Visual Aids in Making the Class Dynamic:

Audio-visual aids help the teachers to bring a significant change in the class environment as well as in the teaching process. By using audio-visual aids in the class, teachers can present a topic both verbally and visually which is very helpful for the learners to pay more attention in the lesson. They can make a correlation between the verbal and non-verbal as well as abstract and concrete issues. There are some abstract things in any target language, which is difficult to explain verbally. The subject area and concept may not be clear to the learners and they may struggle to catch what the teacher is going to mean or intending. However, by using different visual aids, all the teachers can make the learners understand better and better. If the verbal and visual things are presented together, learners can get the information quickly. Mayer perfectly claimed that, if the instruction is given in the class using both the words and visuals, so that learning becomes faster and easier.
2.7.8 Language Laboratory in Teaching Language:

In the modern era of language teaching and different initiatives are taken to make available best possible language input to the learners. In every language organization, language laboratory is an essential part in it. Language laboratory provides the learners with maximum language exposure outside the classroom. Learners can practice all the language skills using the resources of the language lab for developing their language proficiency and skills. Modern language laboratories are equipped with all the necessary equipment together with computers, headphones, microphones, tape deck and a lot of listening materials and machines. Learners can individually practice listening and can work in pairs for interactive learning. Learners can listen to a track and then speak the same text and record their own sound of the voice so that they can listen to their own pronunciation and accent. It helps the learners to provide self-feedback. Moreover, students can read a text and listens to the audio version of the text at the same tome to learn the correct pronunciation and accent. There can be practice of all the four language skills through different drills practices individually and in pair. It ensures better language input and exposure to the learners than the classroom settings. “The language laboratory helps to develop some students to rally listen to what they say and how they say the words. When they compare their pronunciation with the correct version on the tape which is recorded, they begin to notice the differences, and this observed awareness, over a period, helps them to hear and pronounce English better and better”.

2.8 Some Considerations in Planning Visual Aids:

Since pictures are the largest part of the area of visual aids, most of what the researcher would like to say that which applies mainly to pictures. It need not mean that these considerations are not applicable in some quantify to other visual aids and materials. First, check for ambiguity. It is just like as we choose realistic, conversational forms of language for our students to speak or talk, we should choose realistic, unambiguous images for our students to see. Here the researcher would like to give examples of realistic conversation. If we take the classroom situation and the answer to what’s this? Cannot be, This is a - . It is either that’s a ______ . or It's a ___. And we never illustrate or practice continuous action by performing an action, completing, and then saying the sentence in the present continuous form this is a sign that audio-visual aids also play a vital role.

For example; we can close the door asking „What am I doing?” And when it is closed, we the teachers expect the student to answer would be, „You are closing the door”.

Now the researcher would like to give here some examples of ambiguous illustrations. First let’s us think that an accident between a car and a truck is not a clear illustration of a car accident. So it is better called simply an accident. If one wanted to analyze and illustrate a car accident or either two cars or perhaps a car and tree could be pictured and displayed. If one is illustrating adjectives and the other one effective way to illustrate them is in opposite sets. In the above discussed case two same should be used, with only the feature you are emphasizing being dissimilar to the situation happened
there. By this the researcher means that same should really be the same in all the ways illustrated. Two books can be used to illustrate "old" and "new" however the differing feature should be the "oldness" of the previous one. This does not mean that we should pick a feature which we reward marks to an ancient book, such as a hold onto concluding, but rather we see one book as dog-eared and where as the other as never opened.

A student could look at the grip closing of our "old" book and think, "Old means that something holds the book which is closed closed." So prominent series of texts for high schools have two illustrations for an action supposes to be happening in past time, and they are used for the first presentation of the regular past form. In one part, a girl is standing in front of a sink which contains hot sudsy water. But in one hand she holds a dripping utensils; the other hand is dipped in the water. The caption which goes under the picture is "Last night Alice washed the dishes for her mom." And the next illustration is a man in painter's overalls with a paintbrush in his hand over an open bucket which has been set on a news paper. He is surrounded by a table, chair, and a desk with sparkle lines extending from them. The caption that goes such a way that, "Mr. Green painted yesterday." And the question here is, did that poor painter stand there all night in overalls with an open bucket of paint holding his paintbrush and a bucket, or had he "just painted"? Since no contextual clue for time has been given in these illustrated above images, there is the possibility of confusion in the minds of the students in understanding the concepts and meanings of the images which are displayed because they have created a little confusion in the description of the image and the caption.
Second, very important thing is that we should not mess pictures with nonessential details as they create extra confusion. A picture with too many details looks like a mass of color or lines to a student, hence he will have trouble deciding just what it is that the teacher wants him to see and observe carefully. If the idea behind the image is to provide the context for language usage, unrelated, non-relevant material must be omitted thoroughly and only the bare necessities should be included.

Third, is also very necessary for the language teachers it is just be sure the picture is culturally identifiable. Especially this point is one which is probably more pertinent for those working in specific areas like abroad countries and places not very near; however, if you are developing a picture for supplementary work in your classrooms, it is a consideration. Usually a church in our country is recognizable by a cross, and often a spire. In other countries this may not be the symbol for the equivalent of the church probably. It may be that the crescent and star, or Star of St. Thomas, must substitute for the cross and another for the spire or any other sometimes. When the researcher was lecturing on visual aids to a group of Telugu medium students, the researcher had showed them a magazine picture of fruit used for fruit salad. This was an exotic fruit salad. There was a pineapple and a banana, and a rather large pear-shaped fruit that was orangy in its color and long in its shape. I always asked what they called that fruit and usually got half the class to say "mango" and half to say "papaya." The point is not who was right and who was wrong, but rather that the fruit was confusing to the majority of the class because it was not a culturally known fruit. And think of the difficulty Eskimos who live above the Arctic Circle and never see these fruits, unless in cans, it would have with such an image. There is no doubt that the students must, at some point of class time, learn
culturally different items, but too many cannot be introduced at one time or at the beginning. When too many are introduced too early, none will be mastered.

Lastly the most important is, be aware of differences in the interpretation of shape, color, and the direction of eye-movements. As usual we assume that the color of mourning is black; in western countries it is white just opposite. In China the color of mourning is white, and red is worn for marriage celebrations. In 1960s, it is told that, when the UN forces entered the Congo with blue and wearing white helmets, they were thought to be in support of the political party whose political party colors were blue and whites. While doing our own pictures, we should remember to keep things in their proper perspective. In Ghana country, flies shown as huge menaces on health posters were guessed by the local population to be cocoa trees. Colors and shapes can never be taken for granted in any manner, nor can direction too. If a series of pictures are to be used, be sure all of your students understand how the series are working together. If we remember the Arabic reading student reads from right to left, the Japanese from top to bottom and right to left. Hence teachers should take utmost care in all these areas whenever they are using images in the classroom.

2.9 Role of Audio-Visual Aids in Constructivist Classroom Setting:

Even though constructivism as a theory of learning has existed for over one hundred years but has not been widely accepted or applied in actual or real schools teachings and practices. Modern technology is significantly influencing society and our daily lives. Schools have to and will continue to reflect societal change in its education system. Hence there is a strong link between effective use of modern technology and the
theory of constructivism and this link is so strong and bounded together that it will cause a fundamental shift away from didactic techniques to a unifying constructivist frame work within the educational setups.

From the beginning of the human technology has always impacted education system; the printing press allowed text books to be developed, and the replacement of slates and chalks with pencil and pens, and paper permitted a permanent record of one’s writing to be saved for longer time in future. In the late 1950s and 1960s itself television was made use of as a means of teaching large groups of learners at a time. In recent days a new wave of technology is beginning to cause repercussions in schools that will forever change how students are being taught in olden days and even now those who are following the traditional methods of teaching.

Many theories of learning have been proposed in the last decade, but until recently behavioral psychology has influenced our education system. However the constructivist theory of learning has again came to the forefront. It’s a theory where learning is kept next to behavioral theory; this is because constructivism focuses on knowledge construction, not on knowledge reproduction. So, technology has allowed students to provide greater help to traditionally underserved or backward populations. So far research has also shown that computer mediated communication can ease the social isolation may be experienced by those with the students who are not very fortunate enough to learn the language from their early stages of life. With the advent of technology, computers have proved successful in increasing academic motivation and decreasing anxiety among low ability students and learning disabled learners. And it
increased the maximum level of learning at all levels of learners and all types of learners when compared to the traditional and non-technology usage classroom setups. Students those who are in technology supported classrooms are armed with powerful tools to help them to gather information and knowledge acquiring, consulting with their colleagues and present their findings. As a result their autonomy and confidence increased simultaneously as they rely less on their teacher and more on their own initiative and innovation for acquiring the learning and knowledge creation.

To understand better how technology might assist in implementing constructivist strategies the researcher would like to make up an example of a classroom experience. This experience will center on a course in English composition. The purpose of one unit of the course is to learn to compose stories in short form and very easy to understand. And then the researcher would play the role of the teacher and the researcher will attempt to use technology along with constructivist strategies.

At the outset, the researcher would like to provide the students’ some basic ideas about the which consists of short acquiring the learning and stories and the researcher will provide them with several illustrations and examples. Then the researcher will allow the students to go through the examples and reference materials for a given particular time to them. Then the researcher will ask each student to develop their own idea about what, when, and how they will compose their own short stories. One of the major aspects that the researcher has is that each student will work in collaborative groups. Which doesn’t mean that they all shall be going through the same process again? But it does mean that they will share their own particular findings, process, and they are writing short
story with their group pupils and developing on the written one. However, students will not meet in groups face-to-face but they will perform all of their group works via e-mail.

Each student will have an e-mail account and a computer (usually all most all the schools and colleges other than government have many resources) which they will use to communicate with the other students and with any outside individuals they may choose to do so. Students are supposed to read and respond to each e-mail message by their recipients. Whenever draft versions of the short stories are available, every student in the group will be required to send that draft via e-mail to each of their group members for review and comments. Eventually, all of the final versions of the stories will be sent out in an electronic journal via e-mail to all of the students in the school or college. As a teacher, the researcher will act as a coach and mentor during the process. This is how we can make the students to develop different language skills in a play way method.

2.10 Applying Constructivism in Digital Classroom Setup:

There are number of competing constructivist views in every education system. Constructivists tend to celebrate complexity and multiple perspectives, though they do share at least a few educational prescriptions related to them.

2.10.1 Prior Knowledge:

Constructivists believe that prior knowledge impacts the learning procedure. When trying to solve original problems, perceptual or conceptual similarities between existing knowledge and a new problem can help and remind people of what they already
know. This is often one's first approach towards solving basic issues. Any information which is not connected with the learner's prior experiences will be quickly forgotten. In short, the learner must actively construct new information into his or her existing mental framework for meaningful learning to happen. And this method will help us to learn new things and concepts very easy manner by using prior knowledge.

Studies of adult scientific thinking revealed that many adults will hold non-normative scientific approaches, even though they have studied science theories. This is what the philosopher Alfred Whitehead referred to as *inert knowledge*. By asking students what they already know about a topic and what puzzles them that will give an opportunity to assess children's prior knowledge and the processes by which they will make sense of phenomena.

### 2.10.2 Real and Authentic Problems:

Constructivist learning is based on the active participation involvement of learners in problem-solving and critical thinking in the given real and authentic problems. In *anchored instruction*, for instance; as advanced in the work of the cognition and technology group at Usharama College, students who are invited to engage in a fictitious problem occurring in a simulated real-world situations. The best of the best and rich and realistic video contexts are provided by not only to produce relevant information for solving the problem or issue, but also to create a realistic and authentic environment. If the students are busy in to the proposed problems, they will be engaged in problem
solving similar to what the people in the video who are engaged in it and trying to solve problem by observing video.

2.10.3 Constructivist Curriculum:

A constructively oriented curriculum presents an emerging agenda based on what children know, what they are puzzled by, and the teachers' learning targets and goals. Thus, an important part of a constructivist-oriented curriculum should be the negotiation of meaning. Let’s take an English teacher, who guides students to make sense of vocabulary by comparing and resolving difference between what they know already and what seems to be implied by new experiences.

In constructivist classroom environments and setups, syllabus is generally a process of digging in depth and deeper into big thoughts and ideas, rather than presenting a breadth of coverage. For instance, in the fostering communities of learners project where students learn how to learn, in knowledge building classrooms where students seek to create new knowledge, or in Howard Gardner's classrooms where the focus is on learning for deep understanding, students might study island biogeography and geology, endangered species or the principles of gravity over several months of time subsequently. As students pursue questions and investigate, they derive new and more complex questions to be investigated. Hence building useful knowledge structures requires effortful and purposeful activity over an extended period.
2.10.4 Cognitive Conflict and Social Context:

According to Dewey "Reflection arises because of the appearance of incompatible factors within an empirical conditions. Then opposed responses are provoked which cannot be taken simultaneously in clear action". To say this in another method and theory, cognitive conflict or puzzlement is the stimulus for gaining knowledge, and it determines the union and nature of what is being acquired. Negotiation can also happen between individuals in a classroom. This process involves discussion and conscientious listening, and making sense of the points of views of others, and evaluating the personal meanings to the theories of other students and making them very clear. Justifying ones position over another and selecting theories that are more viable leads to a better and clear approach. Allan Collins and Katerine Bielaczyc have summarized educational research on learning communities in classrooms where the class target is to learn together and to appreciate and capitalize on distributed expertise in order to articulate the kinds of cognitive processes needed for learning and gaining knowledge, especially language skills.

2.10.5 Constructivist Assessment:

Assessment of student learning is of two ways they are formative and summative. Formative assessment occurs during learning and provides feedback to the learners and to the teachers. It includes evaluations of ongoing portfolios, and manifestation of work in progress. Student collaboration also provides a form of formative assessment.
Usually summative assessment occurs through tests and essays at the end of a unit of study from the syllabus. Summative assessments provide little specific feedback and analysis. From a constructivist perspective, usually formative assessments are more valuable to the learner, but with the recent emphasis in educational standards, and due to the poor alignment of constructivist approaches and standards, hence it is very difficult to harmonize formative and summative assessments together.

2.10.6 Technology and Constructivism:

Cognitive research has uncovered successful patterns in mentoring, group discussion interactions and tutorial. However, typical Internet chatting and bulletin-board systems do not support a constructivist approach to learning and teaching approaches. During the 1990s, researchers created tools such as Knowledge Forum. Where, each of those tools invites collaboration by structuring the kinds of contributions learners can have, supporting meaningful relationships among those contributions and guiding students' inquiries. Instructors who use information and communication technologies in their classrooms are more likely to have a constructivist perspective towards learning and teaching. Moreover, sophisticated information and technology communication tools can capture the cognitive processes learners engage in when solving issues. This affords teacher reflection and coaching to aid deeper learning. It also affords teachers the chance to learn from each other.
2.10.7 The Teacher's Role:

The teacher's role in a constructivist classroom set up isn't so much to lecturing to students but to act as an expert learner who can steer learners to adopting cognitive strategies such as, articulating understanding, self testing, reflection and asking probing queries. The role of the teacher in constructivist classrooms is to organize information around big ideas that engage the students' interest, to assist students in developing new thoughts and ideas, and to connect them with their previous acquired knowledge. The activities are student-centered, and students are encouraged to ask their own inquiries, carry out their own experiments, make their own analogies and come to their own conclusions. Becoming a constructivist teacher may prove a difficult transformation, anyhow, since most instructors have been prepared for teaching in the objectivist and traditional manner. It "requires a paradigm shift," as well as "the willing rejection of familiar perspectives and practices and the adoption of new ones".

A constructivist approach to education is widely accepted by most researchers, though not by all at large. Carl Bereiter squabbles that constructivism in schools is usually reduced to project based learning, and John Anderson, Lynn Reder, and Herbert Simon claim that constructivism advocates very inefficient learning and assessment measures. In any event, the reality is that constructivism is rarely practiced in real classroom setups.
2.11 How Martin and Grennon Brooks applied Constructivist Theory:

As there are a number of ways and styles in which the constructivist approach can be implemented in the classroom setups. However, Grennon Jacqueline Brooks and Martin G. Brooks set forth some guiding principles and theories in their book namely *in search of understanding: the case for constructivist classrooms*. „They are as follows:

2.11.1 Pose Problems that are (or) will be Relevant to the Students:

In many cases, the problem we pose is or will be relevant to the students, and they will approach it sensing its relevance to their lives and apply to the reality. Relevance can emerge through teacher mediation. Teachers can add elements to the learning situation that make the activity relevant to the students.

2.11.2 Structure Learning Around Essential Concepts:

In order to get the best learning outcome we the teachers should encourage students to make meaning by breaking whole class into parts. It is essential to avoid starting with the parts to build a "whole."

For instance, young storywriters can approach the concept of "telling story" through discovery activities and tasks. These can include a class which consists of a library of illustrated storybooks, a visit by a storyteller, and some internet activities sponsored by book publishers. The teacher prepares the students for writing their own stories, and introduces the idea of sequencing by the help of visual aids. Students can rearrange parts of a known story with the help of audio aids and even digitized video
material. This last activity might allow the students to reconstruct the order in which a visiting storyteller told his/her story.

We can define or find essential concepts of what to write in a story and what story is pointing at and what the moral of the story are extracted in different ways. We might refer to the list of standard professional group publishes or, we can organize our constructivist work by exploring significant historical events or seminal works from multiple perspectives to get the very structured story out come from the learners.

2.11.3 Beware that Students' Points of View are Windows into their Reasoning:

The challenging of ideas and the seeking of elaboration frightens too many students. Students in the traditional classroom who cannot guess what the teacher has in his/her mind and for the right answer quickly they can’t go out of class for discussion. They must be "gentled" into the constructivist learning environment through play way method and non-evaluating questions. This method is to make sure that the learning is taking place in all kinds of learners.

Students also very much needed to have an opportunity to elaborate and explain the critical concepts. Sometimes, how they feel about something or what they think is not as important as they think. But ultimately using evidence-proof to present their opinion is most important with regard to language development specially. The development of knowledge calls for not only space to reflect but also for time and practice in explaining.
2.11.4 Adapt Curriculum to Address Students' Suppositions and Development:

Presenting the extended appropriate work is a right place to start. Many high-school students who would find the preparation of a film script or any material produced the students are more engaging and relevant to the report format they mastered in their lower grades. Group activities like role plays are also interesting methods for students to present information creatively. As students engage in the work, the teacher must monitor their perceptions and create innovative methods of learning the language and ways of learning which suits best to that particular classroom.

2.11.5 Assess Students’ Learning in the Context of Teaching:

Shift from measuring how well or poorly a student performs to assessing how much and what kind of help a student needs to be successful. It’s the main task of the teacher to create such an atmosphere in the class room where all kinds of students either bright or dull students should get the same kind of learning environments and it’s the teachers’ duty to change between the methods and ways of teaching according to the students learning. And it plays vital role in the students life regarding to the marks, hence teachers should take utmost care in assessing the students so that the assessment should moreover encourage the students to learn and acquire the knowledge in a positive atmosphere.
2.12 Incorporation and Relevance of Teachings Aids:

In the modern period, the methodology of teaching began changing gradually from passive flow of information to active and interactive way of learning and therefore the importance of teaching aids in the learning process started steadily increasing gradually. Teaching aids are the tools that are used by the teachers for incorporating the process of learning and to increase the level of learning. Instructional materials, blackboards and like any material which are authentic these are the simplest forms of aids that have gathered much popularity, grabbed the attention and are used at length. We can find may examples of such teaching aids are models, charts, newspapers / magazine cuttings, flip cards/ flash cards, televisions, CDs and the like.

Any tool or object or instructional materials that are used in a classroom which helps in explaining and used for understanding the concepts effectively to students and that is known as a teaching aid. And therefore, there is no specific list of teaching aids formally as every aid that helps in teaching in providing concept to the students can be termed and regarded as a teaching aid. Therefore, these teaching aids that help in integrating classroom teaching with the daily situations of life and students could find these aids are quite suitable to their academic learning. Instructional aids usually help in driving home the attention of the students and thus bringing a distracted and disturbed class back to attention and focus on the lesson very effectively and intending. Yet, the effectiveness of the teaching aids depends upon the way they are used by the instructor or teacher.
2.12.1 How Others Used this Method in their Language Teaching:

Audio Visual aids are materials using sight or sound or both together to present information. In order to use Audio/Visual Aids in teaching we have to bridge the gap between the different types of learners by adding audio or visual aids to class teaching methods and approaches. Hence we need to implement like 'show’ and tell' sessions to make students involve in the lesson. Teachers should persuade the students to watch TV, listen to radio and explore internet and their surroundings to reinforce subject knowledge from across the world wide. And teachers also have to utilize audio-visual aids to prepare and present the lesson effectively in their classrooms.

A study reports that, students who are taught by television had scored an average of 9.8 as compared to the slight average loss of 0.4 for students who are taught by their own class teachers. Research studies backup what has been reported from the many explorations, experimentations and tests by Schramm. For example; Japan government tested a course in English by radio in the seventh grade and found that the classes taught in a part by radio were considerably superior in learning levels to the conventionally taught classes.

In Thailand, large students groups of second and third-grade students, and sixth- and seventh- grade students, were tested with and without enrichment and technical broadcasts in music and in English language, respectively. And the results are considerably noted that the students of English who were assisted by the broadcasts scored considerably well in oral tests, and better in tests of reading and writing than, those who did not have the broadcasts in their learning.
In New Delhi over 30,000 students are receiving audio-visual supported lessons in language and science by the use of about 500 television sets placed in the particular school premises. Reports are encouraging continuously and simultaneously. Both teachers and administrators are quoted by saying that the television lessons, and in particular the lessons in Hindi, provides as much learning for the teachers as well as for the students.

In Morocco country radio broadcasted lessons are played in Arabic and French three times a day, for teachers. The Director of the particular educational institution reports: „Some broadcasts for example how to teach languages orally. They have contributed eventually to the success of changes in the teaching of French language. In addition he reports that he has seen many teachers who have had to completely change their methods of language teaching. They were accustomed to teaching in literary language. And now they have to teach utilitarian method, where the vital part played by oral exercises, has become much more important in learning. Moreover, these model lessons in French have gave a push for all the teachers to improve their pronunciation and speaking, while at the same time, showing them how to conduct language courses properly and efficiently.

Gorden as cited by Siraj, in his study and experiment of Language teaching through television, has shown some difference between television teaching and face to face teaching by the regular teaching teachers and instructors. The students of Hawaiian schools who had pronunciation problems were taught remedial speech either by television or by their own teacher’s traditional way of teaching. The student’s
performances were recorded through a tape recorder before and after and the results and the results are favorable to the audio-visual aided students.

Even in distance learning activities, many of the techniques are developed were modified to the learning of languages. Technically systems and other technical gadgets were designed and applied. So much of the work with supported systems took place in abroad countries where distance educations and small populations made wide scale class-based learning unfeasible. Looms 1980, Willen 1975, Malmin 1977, found and quoted by Hill that at a national level, the Scandinavian governments made considerable change in integrating television, radio, audio cassettes together with study centers and short term courses in their distance learning too.

Media technology as mentioned by Hill was immensely and constantly under pressure to develop new approaches and methods. For example; a major feature of new series in Europe at least it was their internationalization. According to Fitz Patrick, 1980, an English course namely „Follow-Me“ was produced by a consortium comprising of broadcasting stations from different regions of Germany and BBC”s English by Radio and Television department. And this course was broadcast in most countries in Europe, Scandinavian and the Middle Eastern countries.

After 1983, this international experience increased substantially and incredibly when European Satellites were in a place where enabling listeners and viewers in many parts of Central Europe to tune and listen directly to another country’s program as mentioned by Hawker and cited by Hill.
It is noticeable that broadcasts proved particularly valuable to less able learners and many programs were practically geared to their needs and learning the new things. Radio Programs are examples of this. Such as, „Meet the French” (BBC 1974-1980). Certain other initiatives were taken at whole national wide, such as instructor or teacher training by broadcasters themselves. They were running language courses they are (teaching French with television, Thames, 1978), Teaching many languages (BBC, 1976). But Looms in his study, quoted by Hill, discovered that teaching learning situation was more professional in Austria, Germany, Switzerland and Scandinavian than Britain. In short Hill from his observation found the role of television is more remarkable to influence learners when compared to radio lessons and instructions. He hoped that new technology in future would prove as catalysts to communicative process such as computer assisted projects not only in Britain but all over the world.

To achieve the proficiency in any language it is realized that there is a need to focus more on listening skills and on the development of oral proficiency which pointed to play the vital role which radio and television, sound and video tape had to fulfill. Few people like Kontakte (1974), Ensemble (1975) Follow Me (1979), were among the innovators of multimedia courses which have been outstanding in making the theory of communicative syllabuses into reality. The one and only reason for its success was found to be the continuous increase in understanding of media and other technical gadgets as language learning tools mentioned by Hill. Since 1960, when the impact of educational television began to be seriously considered several commentators analyzed the essential potential of the media in helping the people to learn different things in different ways and argued on it.
Hill found an encouraging response of the critics especially on the use of media and the willingness of the organizers of the language programs to argue through their communicative aims and objectives and the way in which they endeavored to realize them in reality as they practice. According to Hill, the use of media in general and multimedia courses in particularly contributed by radio was frequently over shadowing by its more emerging glamorous part of television. Though, the unique role of radio was recognized in number of papers produced by the Open Universities and institutions. As quoted by Hill, Barrington has commented on the widespread uses to which it can be put for teaching languages. Local radio seemed an appropriate vehicle for exploring special opportunities.

2.12.2 When Man Felt the Necessity of Teaching:

Since time passes form ages man felt the necessity of learning various things and understanding different concepts in the universe for a better surviving. Humans, being the most intelligent creature on the Earth, used their thinking power and they used it to learn various things from Mother Nature (surroundings) and thus they started fulfilling their basic requirements. Human, as always, intending and being passing on the acquired knowledge or information to his next generations for the benefit and welfare of the whole mankind instead of keeping the knowledge within oneself. In this way, the process of transferring of information from one generation to the other lead to the teaching learning process very important and thus the necessity of teaching was felt by all humans. And thus, the whole process of teaching and learning, made a strong pavement to a very important system in the society which came to be known as the education system. Hence,
in this process, the teacher and the learner are correlated and involved. A teacher is a person who transfers the acquired knowledge to other person by teaching and there is a person who acquires knowledge from the teacher and he is a learner. And since ages Mother Nature has been considered the best teacher of man.

2.12.3 Necessity of Teaching with Audio-Visual Aids:

Time has enormously changed and as well as in recent days students are smarter than the previous age of students. They are easily distracted but very quick in learning. With the knowledge of dissemination becoming very easier, hence teachers and educational institutes are forced to develop the best of the best aids in teaching so that students are not distracted instead dragged to the learning environments. Students at higher classes can not be completely imparted knowledge without some of the new teaching aids and it has become a part and parcel of the education system. Hence teaching aids assist to teacher to teach lesson effectively and more interestingly, but they do not any how substitute the place and role of teachers. Few children do not understand the lesson in abstract manner. For them, instructor or teacher has to make a model or teaching material or select any audio-visual aid to make them understand the lessons along with the other learners. For example, if the student is unable to understand about the letters in any language, then the teacher has to prepare a sheet on which those letters are to be written in big size with different colors so that children can easily remember and differentiate them.

It is most convenient, easy and natural way of learning, for the use of audio-visual aids is relied on the principles of Psychology. A large number of students can be taught at
a time by their effective way. For instance, the use of instruments like magic lantern or epidiascope can be conveniently made to big audience. They help the students to develop scientific attitudes and get training in scientific methods too. They help the students to exact thinking for they give actual meaningful associations. In the words of Edger Dale, "Because audio-visual materials supply concrete basis for conceptual thinking, they give rise to meaningful concepts- the wards enriched by meaningful associations. Hence, they offer the best antidote available for the disease of verbalism caused by many dues."

Through this process the attitude of the teacher is very friendly because teacher needs not to be very strict but friendly so that students feel friendly and communicate with the teacher very easily without hesitation. For the purpose explaining models, showing exhibitions or taking the pupils to outdoor places, the teacher has to be a true friend and guide and where students find teacher as an explorer of the knowledge. The pleasant and natural atmosphere thus created it will automatically and greatly helps for proper learning.

Teaching aids can arouse and create genuine interest of the students by making them attentive in the process of teaching and learning process. It is an established fact that attention is essential for learning about a thing or phenomenon and interest is said to be the precursor of attention and concentration. Teaching aids help in arousing interest and sustaining that concentration and attention of the students in the subject matter. Teaching aids help in bringing clarity of the subject matter through the aspects of illustration, explanation, differentiation etc. It helps in making subject clear by discriminating among various things and phenomena which can be easily understood by
the learners. For instance, the operation and functioning of a gadget can be better understood through the use of models by comparing to verbal explanation.

Teaching aids can be identified as effective motivating agents as motivation is a central factor in any scheme of teaching and learning. The aids in teaching have a great power and appeal for seeking effective motivation of the students by making them interested and capturing their attention towards the topic of the class. It may help in the realization of many skill objectives that involves the sub skills too. This can be achieved through the students’ involvement in real and practical work, drawings, sketching, and repairing the instruments, improvisation of the concepts, safety skills, observational and recording skills etc. Teaching aids help the children in the proper development of mental facilities by reducing verbalism. Verbalism or dependence on printed and spoken words supposed be discouraged as in most instances which leads to memorization without understanding the phenomena or facts. It helps in developing healthy classroom interaction by fostering scientific thinking among the students during the class. The students accept the things not merely by expressing verbally but by observing, experimenting and analyzing them with the usage of suitable and materials.

2.12.4 Teaching English Language with Audio-Visual Aids:

The term audio-Visual aids is a new concept which the modern teachers have developed a fashion to use it. To convey some of the instructional aids, such aids are called as audio-visual aids. The word “audio” refers to hearing (audio) and the word “visual” to seeing ( visuals). The teacher through the display of audio-visual aids catches the organs such as eyes and ears of the learners and trains their auditory senses. It helps in
imparting very good education levels. It will not be wrong to say that the current era is the age of audio-visual aids in education. An audio-visual device makes the everlasting impression on students’ mind.

The present era of globalization and technology are, there has been innovations such as Internet, CD/DVD, Tape Recorder, e-books, graphics, pictures, charts and LCD projectors etc. which generate students’ interest in learning. In this way technological emerging innovations have been incorporated as audio-visual aids into language teaching and learning. For good and quality education process such aids plays an indispensable vital role. In modern teaching the use of audio-visual aids has acquired tremendous importance. Though they are considered as an essential appendage for effective teaching, but they should be used as a means to an end and not an end entirely in themselves. Effective teaching is not possible without appropriate teaching aids. This is true on the part of teaching English language too.

These aids are visual, audio or audio-visual. Visual aids assist the students to see and comprehend what they are taught or instructed where as audio aids help them to learn from what they hear Audio-Visual aids combine in themselves the technology of teaching through hearing and seeing. These aids are used to create interest in students and use optimum use of it to update their knowledge and learning. The teacher needs such aids to make his/her teaching more interesting, realistic, and concrete. In the same way it helps in creating the requisite interest and in motivating the students to learn the language. The main purpose of the use of audio-visual aids is to enable the teachers to make his/her teaching effective and interesting. Like these good models can be presented before the
students to make the learning very easy and to make the students to remember the concepts for longer time.

2.13 Importance of Audio-Visual Aids for Oral Communication Skills:

Effective communication can be quite challenging, especially when making a presentation or giving an oral speech. In order for the communication to be effective, you must keep the listeners very attentively and deliver the information or lesson in such a way that it is fully understood. The best and one of the most effective ways to get your message across and make it memorable is with visual aids.

Communication is the most and extreme important tool of social existence and survival. An individual who is able to put his point across effectively, often lands up being successful in his endeavors. As communication is a complex process and needs to be planned in such a manner that the information and knowledge being given is not only heard attentively at the other end, but is also remembered for longer time. In other words, communication should make a long-lasting impact on the people in question. One of the most important tools of effective communication is the use of various visual aids, in order to enable a more in-depth understanding of the subject. What we see, does actually have a more profound consequence on our ability to grasp information, rather than what we read or what we listen to in general. Visual sense is so active in humans that it not only enables us to cognize information at a much faster rate, but it also helps us memorize the same for a longer period of time.
According to a study which conducted by psychologist Albert Mehrabian he stated that, about 93% of effective spoken communication happens by various factors, other than words. These include the tone of the speaker, facial expressions, body language, and so on. Moreover, several studies also indicated that the human brain has a power to make sense of visual imagery, much faster than language and hence, such communications have a far-reaching impact on the human mind.

2.13.1 Memory Retention:

The Office of „Training and Education” of the U.S Occupational Safety and Health Administration has reported that psychologists and educators have found that use of visual tools led to a retention of information rate three and days after a meeting or other event that was six times greater than when information is presented by the spoken words alone. Audio-Visual aids allow the speaker to use verbal and nonverbal communication to make the audience and listeners to understand very deeply whole message and provide a point of reference for the mind.

It is general and accurate assumption that we remember what we see, more than what we do not. Visual images always make a long-lasting impact on our minds to remember for longer time. Moreover, it is common human tendency to get attracted towards colorful imagery and pictures. Most of the time, an individual tends to remember what he/she has seen during his/her childhood times for a lifetime. Such is the power of visuals and images. It is always easier to remember them than the plain text, and hence, the use of visual resource is vital in learning.
2.13.2 Attention Span:

Everyone has a limited and for some it would be very short attention span. And once this capacity is spent, our mind will decrease its ability to retain information and listen attentively whole remaining lesson and studying. But, using visual aids refreshes the mind and engages it in an interesting and motivating way by recharging and renewing the attention span. Visual aids keep the mind entertained and therefore very sharp and ever ready to receive information.

Every individual has a certain limit for his/her concentration and attentive period during learning. In other words, a person tends to lose his/her concentration after a certain period of time or at one point of time, after which the capacity of that person to grasp information decreases very immediately or gradually. Use of visual aids helps a person to concentrate on a given lesson and learning for a longer span of time, as they keep the human mind engaged and entertained, at the same time.

2.13.3 Organizing Communication:

Visual aids can be used to organize information and communication, and making it easier to remember the points made in the presentations. The introduction of different visual aids for each point of a speech or presentation helps the mind to separate messages and information into smaller chunks of information. Visual aids also create a point of reference for the mind in order to quickly refer to when attempting to retrieve information back. For instance; the use of icons or labels helps activate messages in the mind. When
we see the McDonald's restaurant golden arches logo along with a local highway because, our mouth may begin to water because of they represent eating a meal.

Visual resources enable the speaker to systematically organize large lumps of information into smaller, more interactive informatics bits. By doing this, the speaker can also design his/her presentation in a way that he/she more effectively communicates with the audience who not only pay very good attention, but gain a fruitful experience of learning.

2.13.4 Comprehension:

Not everyone understands concepts and information at the same level or at the same accurate stages. Few people can understand information swiftly while others require help to understand what is being instructed to the listeners and students. Visual aids are a way of further clarification needed. If some people are more visual than auditory learners, the visual aids may be necessary for conception and understanding the concepts. Visual aids create repetition and the more repetition in communication of the information because, the greater the chances that our audience will understand and remember effectively.

The power to seize information varies and differs from person to person. While some kind of learners can grasp faster via verbal communications, some others may need the help of visuals in order to comprehend and understand information. The use of visual resources in communication helps to repeat at as many as times possible, with more
clarity, the information that is being conveyed verbally, thus enhancing the chances of better and clear understanding.

### 2.13.5 Create a Focal Point:

Visual aids help a speaker to stay connected to the topic. If there is one central visual aid that the speaker can use, then the speaker's thoughts and the audience's attention will stay on the central theme of the lesson. There's nothing worse than listening to a speaker stroll and lose the audience's attentiveness. Visual aids assist in avoiding such a scenario.

Visual resources enable the speaker to systematically organize large pieces of information into smaller, more interactive bits. By doing this, the speaker can also design his/her presentation in a way that he/she effectively communicates with the audience who not only pay attention effectively, but gain a fruitful experience.

### 2.14 Justification:

In present days, education must respond to the development of technological and Scientifics advances in the education system, for development of future professionals that society demands for the better learning in the environment of educational systems. For this reason, the use of the English Language is required, since it is declared as second language; and an effective way of teaching would be with the use of Audio-visual aids for the development of Macro-Linguistics skills of the targeted language.
Considering the need to update and advances in regard of methods and techniques for the development and application of an effective teaching of English, Audio-visual Aids use also offer required directions to motivate learning in a dynamic and interactive way with a cooperative and encouraging teaching and learning process. It is of a great necessitate, to remember that academic formation goes hand in hand of social benefits, because this opens new possibilities of economic and human growth in a society, task that is due to accomplish in all the countries, with the use of the English language, knowledge and handling of updated technologies is at process. Observing all the information to increase knowledge, even the very application of such technology requires of proper awareness of English language, skilful person only will be able to be part of transformations and progress of society not only of the country, but also at worldwide level.

The benefited population with the research will be the teachers that work with English as Subject and Students of Second Year Engineering studies. Based on this, arose the importance of performing a research about: “Audiovisual Aids use for the teaching of English Language by teachers in Students of Twelfth Year General Option in affiliated colleges and institutes from the Jawahar Lal Nehru Technological University, Kakinada”. Later, the results of the research will present multiple benefits to different sectors: this will contribute to refer results of day-by-day labor that teachers forget during the teaching of English as a subject but as a skill. As well as the lack of audiovisual Aids and technological equipments make the teaching and learning process a dull and difficult task, supporting or helping themselves with the nearest resources, to wake up the interest and motivation to learn English in Engineering Colleges. And this thesis is to prepare
future professionals with the knowledge and audio-visual aids use, and to continue facilitating English courses for teachers of different educative institutions or colleges and other people who want to learn it. Training teachers at public institutions, which are dealing with handling audio-visual and technological aids and other education system developments, supposes to be supported by the government.

Teachers who teach English as a subject but not as a skills, allowing them to decide the improvement of their professional performance to supply in raising quality in the teaching - learning process, achieving objectives and practical learning of the targeted language. Students of twelfth Year General Option in technical Institutes that will be benefited in teaching and learning process who will be to a certain amount improved with the audio-visual aids usage and the help of the technological advances within its development, all together with the teachers guide that work with the English subject.

2.15 Conclusion:

In this chapter the present status of audio-visual aids and how they need to be planned and organized in order to use them in an effective way are clearly discussed. And also importance of audio-visual aids and guidelines and recommendations for using audio-visual aids are discussed in this chapter. Next chapter will clearly explain how I have conducted the study and its procedure.