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Impact of Audio-Visual Aids in Teaching English to Government Engineering College

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Abstract

During the British colonial era, English was brought to India and has since flourished everywhere. English has become a required language in higher education. English becomes the language of higher learning. It is also recognized as the language of administration, science and technology, libraries, politics and so on. English is a language that connects people because of its adaptability and widespread adoption. The present paper explores the use of audio-visual aids in Government Engineering College in Tirunelveli.

Keywords: Audio-Visual Aids, Charts, PPTs, Pictures, Black Board and Posters

Introduction

The usage of English as a lingua franca for communication has been increasing in Tamil Nadu. In an effort to provide the finest language learning experience for the children, several institutions have started using it in kindergarten. Higher education professional courses only use English language as a teaching and learning medium. Thus, it is imperative that students acquire the skills necessary to communicate effectively in English. In this instance, it is ideal for the students to acquire grammatical principles directly from their English language learning experiences. Peter Drucker says: "The first teacher ever, that priest in preliterate Mesopotamia who sat down outside the temple with the kids and began to draw figures with a twig in the sand, would be perfectly at home in most classrooms in the world today. Of course, there is a blackboard, but otherwise there has been little change in tools and none in respect to methods. The one new teaching tool in the intervening 8,000 years has been the printed book. And that few teachers really know how to use - or else they would not continue to lecture on what is already in the book" (4)

Teaching and learning resources in the form of print and electronic media are known as audio-visual aids. All teaching aids that allow students to see and hear a lesson are referred to as audio-visual aids. Motion picture projectors, televisions, video technologies, VCD players, virtual classrooms, multimedia and other types of projectors

are all included in the category of audio-visual aids. In the current study, audio-visual aids are employed to inspire learners to acquire English grammar and to cultivate an interest in enhancing their language skills.

The objective is to organize and identify appropriate audio-visual resources for degree engineering college students. To test several audio-visual tools to help degree engineering college students improve their grammar. To instruct the tenses with various audio-visual aids. To determine the impact of audio-visual aids on engineering students' grammar improvement performance. To identify the apt of audio-visual aids.

The present study is to investigate the effectiveness of employing audio-visual aids in English language instruction, which is now required. Numerous studies in a range of educational fields have been carried out. Education quality is not standardized even in the modern day. There are several holes in it. Even though they are being sealed, certain gaps still exist. The irony in the educational system is this. As a researcher and teacher, it has made sense to concentrate on language at the most fundamental level.

This research is restricted to Tiunelveli, Government Engineering College students. Tenses and prepositions are the only grammatical issues covered in the research among the other topics. Students whose mother tongue is Tamil are used as test subjects for the study. Therefore, the outcomes of this study will not apply to situations outside of this region. This study has only employed LCD projectors, PPTs, videos, virtual classrooms, language laboratories, pictures and models among other audio-visual aids.

The term visual describes how anything is seen by supporting the eyes, which helps the students to retain the lesson's impression forever. Visual aids are record-keeping instruments that are used more frequently than others to enhance speaking abilities. These have been utilized in the classroom for many years; gestures and the object image section are routinely used with visual work to clarify meaning. This approach has been a fundamental part of education. In the teaching and learning process, visual aids can make the content easier to understand.

Visual aids are not a more recent kind of instruction. The utilization of audio visual tools in the classroom is a fantastic advancement in contemporary teaching. It is an organic source for learning. Both the visual and aural senses are stimulated by it. Effective audio visual tools are visually appealing. They help one to clearly communicate notions and ideas. They elevate education from memorization to actual comprehension. Visual gadgets have the most potential when it comes to making words and phrases real. Visual aids may make learning engaging, vivid and efficient. True instruction cannot be replaced by them. They are not self-sufficient teachers. For them to be successful, they require expert instruction.

The instructor is required to lead the class through it and continue after any complications. In a nutshell, a visual aid is educational. Any device used by an instructor to help students acquire facts, skills, attitudes, knowledge, comprehension and appreciation is considered as an instructional device. Any teaching tool that has both audio and visual components is referred to as a visual assist. They have to facilitate thought. They are never a suitable alternative for thought.

The foundation of teaching English language is visual aids. The primary goal of visual aids in English instruction is to support the instructor in carrying out the duties more successfully. English instruction may be made more successful with the use of these tools. These tools provide easy, engaging, understandable and energetic instruction.

Audio-visual equipment may aid in improving and making the message more apparent. Putting statistical charts on a slide is far more straightforward than reading out each figure. It allows one to save time as well. They may also offer variation to lengthy presentations, which can keep audiences engaged and enthusiastic and raise the likelihood that they will take in and remember the information

for a longer period of time. Before concentrating on other elements that might potentially affect the presentation, one should be informed of the benefits and drawbacks of employing audio-visual aids in order to make the best decisions.

The benefits of using visual aids are as follows. When teaching English, they aid in avoiding verbalization that is overused, pointless and empty. They provide firsthand sensory experiences to the students. They support kids in developing precise and coherent English concepts.

They improve the efficacy of instruction and learning. They add diversity to the classroom. They pique the pupils’ curiosity and inspire them. They provide an environment conducive to language development. They help teachers to save time and effort. They lessen an excessive reliance on a second language. They make the topic clearer. They spark curiosity about learning new things. They engage students directly with the material and infuse life into the classroom. And by appealing to all of the student’s senses, they aid in enhancing the student’s memory.

The kinds of Visual Aids are Charts, PPTs, Pictures, Black Board and Posters. In choosing the right visual aids, the teacher should consider the Visual Aids Suitability, Portability, Size, Availability and Cost.

Teachers occasionally require charts to support the real instruction. The significance of charts is described as follows in ‘Effective Technical Communication’: ‘Beautiful charts and graphs etch a mark in the mind and assist in the understanding in a pleasant way.’ Numerous chart kinds, such as bar charts, line charts, pie charts, area charts, radar maps, cylinder charts and many more are helpful in helping the pupil to comprehend a subject quickly. To support the real instruction, there are specific charts may be used throughout the classroom.

Tense	Rule	Example
Simple Present	V1	I work.
Present Continuous	is/am/are + V1 + ing	I am working.
Present Perfect	has/have + V3	I have worked.
Present Perfect Continuous	has/have been + V1 + ing	I have been working.
Simple Past	V2	I worked.
Past Continuous	was/were + V1 + ing	I was working.
Past Perfect	had + V3	I had worked.
Past Perfect Continuous	had been + V1 + ing	I had been working.
Simple Future	will/shall + V1	I will work.
Future Continuous	will/shall be + V1 + ing	I will be working.
Future Perfect	will/shall have + V3	I will have worked.
Future Perfect Continuous	will/shall have been + V1 + ing	I will have been working.

(<https://www.google.com/url?sa=i&url=https%3A%2F%2Ffirstenglishgrade.com>)

For instance, the above chart can be used effectively to explain the topic ‘Tenses’ and the students will learn the ‘Tenses’ correctly. They will never forget the tenses and in this way, this chart will help them to improve their communication skills.

Using power point presentations to teach grammatical structures is an effective method of grabbing students’ interest in the subject matter. The actual secret to a meaningful learning experience will be how well the professors direct the presentation. It is pertinent to note that no presentation should include slides containing exercises because students can practice using exercises from their textbooks, exercises given by the teacher or exercises obtained through other sources. It is observed that when presentations incorporate images or videos, students pay closer attention. It might not be the simplest method of teaching grammar to utilize power point presentations, as it involves effort and teachers’ willingness to help pupils learn a new material. PowerPoint is “sometimes seen as a mark of seniority and privilege, like egg on one’s tie” (Parker 6).

It is the English teacher who has to determine whether pictures to be used as visual aids or not to be used as visual aids in the regular lesson plans. In fact, pictures are used in several ways to teach LSRW skills to engineering college students. Therefore, while employing pictures in classroom as a teaching tool, they ought to be clear, bold and big enough. They should not include too much information. There should be just one suggestion per picture. They must to be positioned at an appropriate height so that every pupil could see them in great detail. When an English teacher asks the students to interpret the pictures from a magazine or newspaper, students must examine the pictures carefully and it will help students to induce their critical faculty and creativity.

The most traditional and most utilized instructional tool is the chalkboard. It is employed in many different contexts and is also the teacher's greatest friend. There are countless applications possible and the teacher's creativity can only expand them. The blackboard is used more when one's imagination is stronger. The majority of things may be written down, including comprehension problems, word groupings, phrases, replacement tables, grammatical exercises and blackboard words. Everything on the blackboard needs to be written carefully.

Posters

Posters are often made out of descriptive images or photographs, artwork and printed materials that are presented in a clear and succinct manner for public display. They are more than simply pictures; they are a visual representation of an audience-stirring, succinct and well-crafted synopsis of textual works.

Conclusion

Good teaching aids should have functional and significant features. They ought to be entirely correct. They ought to be easy to understand. They ought to be affordable. They need to inspire both the student and the instructor. A teacher must use a good approach in order to make instruction effective. In the classroom, the instructor is always free to select useful visual aids. Of course, there are also some visual aids in teaching technique ideas. The use of audio visual aids in teaching English to Tirunelveli, Government Engineering college students who have come from Tamil medium of instruction will make teaching and learning more fruitful. Allen, Kate and Annie Marquez points out: "Using visual aids is an essential teaching strategy in teaching English as a Second Language and as a Foreign Language. Most of the foreign language researches have recognized that memorizing language forms and words is a very ineffective strategy for learning a target language" (4). Despite the fact that the advantages of using Audio-visual aids are established and in teacher training programs, prospective teachers are trained since decades in the field and they are not practiced actually.

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