RESEARCH ARTICLE

USE OF AUDIO VISUAL AIDS IN TEACHING AND SPEAKING

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ABSTRACT

The teaching profession is filled with countless opportunities to enrich the academic lives of students. While some concepts and educational objectives will be easy for students to grasp, others will require you to think creatively to ensure that important learning objectives are met. Using audio/visual aids in teaching is one way to enhance lesson plans and give students additional ways to process subject information. Bridge the gap between the different types of learners by adding audio/visual aides to your teaching techniques. Since most people are visual learners, it's important to go beyond "spoken words" when educating students. Students are also more likely to learn material is they're exposed to it in a variety of ways. Always look over your lesson plans to find ways to inject different teaching styles. Implement "show and tell" sessions to promote student involvement. This will also help you assess each student's overall understanding of the desired learning objectives. There are many ways to use show and tell sessions such as asking students to bring in modern items that still demonstrate colonial values. Watch videos and movies that reinforce lesson plans. Authors such as Shakespeare may be easier to understand when the material is seen as well as read. Use film clips to highlight historical events and to provide expert analysis of current situations.

Keywords:Audio-VisualAids.

Definition of Audio Visual Aids: The audio-visual aids are tools of record to improve speaking skills that are use for several times and more than others. These things have been employed for many years in the classroom, where the object picture section and gestures have been systematically used with audio-visual work to elucidate meaning, this practice has been an essential element in teaching. Audio-visual aids can clarify the material more easily in teaching learning process. Audio visual aids are only effective if they are appropriate to the situation and are used properly by the agent. Unsuitable aids or ones that are not used properly can at best distract and at worst mislead the audience. When selecting suitable audio visual aids, the agent will be limited to what is readily available or can be made. Within that range some aids are more suited to a particular objective than other.

Most audio-lingual courses consisted of short dialogues and sets of recorded drills. Method was based on a behaviorist approach, which held that language is acquired by habit formation. Proficiency in using audio-visual aids cannot be learned from a book; it comes only with practice. The following principle

may, however, be useful, whatever audio visual aids an extension agent my use.

1. Select the aids most in accordance with your objective, the composition and size of the student where the aids will be used.

2. Use the aids to reinforce your massage. They are three for support, to complement and supplement the spoken word, and should not be expected to communicate their content without explanation.

3. Make sure that the student will be able to see and hear clearly. Audio cassettes that cannot heard or lettering that is too small to be seen can make the audience restless and inattentive

4. Practice using the aids beforehand. Where projected aids are used, it is important to be completely accustomed to the equipment.

Classification of Audio Visual Equipments: This classification is concerned with instructional materials and equipment for the classroom, generally classified either as listening (audio) or as viewing (visual) approaches to interaction. Much attention has been given to finding the proper term to describe the new methodology. A term that continues to be popular, despite the introduction of more explicit term, is audio-visual

Three are some kinds of popular audiovisual aids which can be used in teaching learning process, they are: Slides Filmstrips, Film, Video compact disk Analyzing

A. Types of Material Development in Teaching Speaking

1. The detailed illustration a detailed illustration is simply an example that is given in detailed. It is the narration of a happening or an incident, which illuminates the point under the consideration. The illustration is one of the most effective types of supporting material to use because they story element involves in it commands attention. From time immemorial mankind has been fascinated with stories. A master teacher once tried to emphasize to a class to practice teachers the importance of looking at things as their students do. Too often teachers get out of the habits of looking at things as their students do. Too often teachers assume that when statements are clear to them, they are also clear to the student.

The specific Instance: The specific instance is just the same as the detailed illustration except that it is shorter. Whereas the detailed illustration is an example give in considerable detail. Because they so are short and relatively under develop, specific instances are seldom used by themselves, but are usually used in a series.

The hypothetical illustration: The hypothetical illustration is an example that does not actually happen, but one teacher invents to illustrate their point. If the teacher has something to explain, and she/he does not have a real illustration for it, she/he can sometimes make his/her explanation more interesting by presenting it as hypothetical illustration.

4. Suggestions for using statistics: In this type the teacher must related statistics to the subject matters in terms that the students will understand. Mere numbers have little meaning for most students and so the teacher must explain the statistic for the students. The teacher should do his/her very best to the translating his/her statistics into units or into terms that will be meaningful to the students. Go back and look at the examples of the use of statistics that have just been presented. Note how in each case the students did more than merely list numbers. Whenever possible mention the source of the statistics, how they were complied their date.

B. **Techniques in Teaching Speaking:** There are some kinds of learning techniques, which serve different purposes and require different resources to implement in teaching speaking. Frequently used learning techniques include:

a. **Structures Discussions:** In participatory structured discussions, the teacher enables the student group to acquire the desired learning by presenting small amounts of information and asking reselected and sequenced question. Participatory structured discussions are useful for presenting information on a subject about which the student has little knowledge. The teacher's skills for this method must be high, with processing skills being more important than context expertise. Presenters should make no more than three or four significant points before involving the member by asking question. The question and answer process is designed to help secure and maintain the listener'

attention, ensure learning is telling place, and provide a vehicle for leading the group toward desired conclusions.

b. Open discussions: Open discussions are useful when participants are extremely knowledgeable regarding the subject matter, and when learning task involved refining problem-solving skills. For example, an open discussion might be used to help students identify strategies for handling some difficult in doing tasks. Open discussions require highly developed moderating ability, since unanticipated concern may arise and the facilitator must know how to intervene without unduly influencing group behavior.

c. Brainstorming: Brainstorming is a group activity that helps develop problem-solving skills and emphasizes creativity. This exercise requires that students spontaneously present ideas on a given topic. Typically, the teacher does not participate in this activity, except to observe, serve as the recorder, or help the group discuss the ideas presented in a methodical fashion. The teacher avoids giving his or her opinion on the ideas presented or otherwise influencing the outcomes of group discussion. The absence of structure encourages freedom of expression which can result in the development of creative approaches to solving difficult problems. For example, brainstorming activities can be used to devise alternative ways to handle difficult or crucial subjects. Brainstorming exercise is best suited for small numbers of students who have considerable knowledge regarding the topic under discussion.

d. Self-tests: Self-test are brief, written exercises, usually consisting of true-false, multiple choice, or fill-in-the blank questions, which students answer during the lesson. The student evaluate themselves, and the teacher can moderate a group discussion after the self-test to enable the students to ask questions self-test promote information retention, reinforce learning, and provide feedback to both the students and the teacher on the amount of learning which has occurred. Self-test are most useful when the content being conveyed is knowledge-based skill and attitude oriented learning does not readily accommodate self-test, unless the teacher seeks to students'

understanding of concept which must be applied when demonstrating the skill or attitude.

e. Case Studies: In case studies, students analyze written material, documenting a simulated real-life situation, generally selected from the subject matters. Using the case study information, students identify courses of action which must be taken and make decisions by applying their understanding of content or processes learned during learning. Case studies may be completed by members of the study group learning alone. But most often are performed as a small group activity with group members learning toward consensus. Case studies also can be designed for one-on-one teaching. As in the open discussion method, the teacher assumes an active role only if group activity becomes unproductive. The teacher provides students with feedback when the entire case study has been completed and presented to the teaching group. Case studies are useful when problem-solving skill must be developed and refined, since this activity promotes student involvement and permits the exchange of ides and problem-solving approaches. When student also are coworkers, case study exercise can encourage team building and increase motivation to address problem situations, based on share goal and a common approach.

F. **Role Plays:** Role plays are a dramatization of the critical indicates method. In tradition or "fishbowl" role plays, two or three students apply new learning by applying role to simulated and event which frequently occurs on the study. The teacher and students then discuss the role play as a group. Role plays can be used in one-on-one teaching, or with small group, two students can act assigned parts, while a third small serve as an observer. Sub group members can exchange parts, until all participants have had the opportunity to play the three roles. The role play method offers a variety of advantages. Students are highly involved in the learning process. They receive almost immediate direct feedback from the teacher and the other students. Also, students have little or no time to analyze their behavior while the role play is in progress as they must focus on acting out their respective parts. As a result, situations

created by the role players often are highly realistic simulations of event which occurs at work. This close relationship between the learning experience and the study enables newly learned knowledge, skills, or attitudes to be transferred readily to the actual learning. There are several disadvantages to traditional role plays. First, the number of student is limited. Second, this activity can be time consuming because realistic and purposeful roles must be prepared carefully. Third, role plays demand highly developed facilitation skills. Both students and teachers may be reluctant to participle in role plays. Common reasons include: Poorly designed roles, which cause confusion or awkwardness for both the students and the teacher Insufficient time and effort spent preparing students for the exercise to ensure that they:

- Understand the relationship between the role play exercise and the teaching objectives.

- Understand the roles they are to play

- Are not unduly anxious about making a mistake Students' fear of facing difficult moments without teacher support

The teacher fear of being unable to cape effectively with the unpredictable and sensitive situations which may arise. The risk that is in students' program knowledge, and functional levels, will be identified in an embarrassing way.

g. Tag team role plays: The tag team role play is a role play variation. Here, many students take turns playing the roles acted by only two or three in the traditional role play. This learning activity is particularly appropriate for large groups, in which conventional role play exercise would be impractical. The tag team model offers three main advantages. First, far more students can become activity participants than is feasible in the traditional role play. The teacher can observe and support all role players effectively since no more than two or three participants are role playing at the same time, second, the broader involvement can encourage participation by individuals who might be apprehensive in traditional role play format, in which the attention of the entire teaching audience in focused on two or three individuals.

C. The kinds of Audio Visual Aids
a. Films
Films also can supplement traditional and participatory lecture and structured discussion. The basic equipment, consisting of a projector, take-up reel, and screen, is not hard to operate, and can be purchased or rented at moderate cost. Films are readily accessible in that they can be bought, rented, or borrowed from libraries, schools, other public agencies, or private institutions.

b. Video Compact Disc
Video compact disc can be used in the same manner as film. It allows flexibility in terms of stop and start, replaying portions, and even slow motion playback. It is useful to present a specific personality or authority, which cannot be present at the training; to illustrate skills that would be difficult to reproduce live; and to establish a situation or indicate to which participants can respond. Unlike an event recorded on film, videotape can be played back immediately for analysis, which makes it extremely effective for teaching such as training and interviewing skills. Video compact disc has the advantages of being portable, inexpensive, and visible in a lighted room. Recording and playback equipment can be expensive, but is becoming more affordable. Producing professional quality tapes is expensive but unnecessary for most training situations. If the audience is large, use multiple monitors. A rule-of-thumb is one diagonal inch of monitor for each viewer.

A. Advantages of Video Compact Disc Portable No need to darken room Bring outside expert to the training room on film Instant playback Easy stop/start/replay for stop action use Inexpensive if equipment is available

B. Disadvantages Equipment is expensive and not always readily available Tapes and players are not always compact able with each other Expensive to produce too small for large groups

Internet:
a. Advantage:
Student or teacher can browse online for the matter, includes power point presentation and teach so effectively. Unlimited abundant matter availability, we speak of eco friendly nature by saving the paper.

b. Disadvantages: One should be alert that all machines are well connected and intact with each other and there is no loss of power supply.

CONCLUSION

The teaching- Learning English speaking process could only succeed by having good learning facilities, such as competent teachers, various kinds of English book and teaching use aids or media. In teaching Learning English speaking process, the awakening of certain response of the students is very important factor, because it given direction to them in learning English speaking

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