

**THE SIGNIFICANCE OF AUDIO-VISUAL  
IN TEACHING OF ENGLISH VOCABULARY**

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Teaching and Learning a foreign language is a difficult but interesting process. English is considered as a global language, it is a hard task to the teacher to make students attentive and involve in learning process. Learning a foreign language needs a few abilities and components. The use of audio visual aids provides great opportunities for young learners who are learning English as a foreign language. It is important to use different kinds of material in the learning process, but it needs taking into consideration the level and age of students. The present study is aimed at showing the significance of audio-visual aids in the teaching of English vocabulary. The audio-visual materials are of incredible help in fortifying and encouraging the learning of a foreign language. Using of the audio-visual aids during the development of the English class are effective for learners as it allows them to be engaged, communicate, interact, and share during the English class. Audiovisual aids make meaning clearer, more accesible by representing connections in a way that is unrealistic with words, which demonstrates an outstanding saying that picture is worth a thousand words. A creative platform for English language learning which is equipped with audio visual aids is encouraging for successful language acquisition. “Visual aids enhance the effectiveness of teaching learning process in a classroom [1, p.45]”.

80% of learning happens through observing. Visual strategies incorporate the utilization of all objects that can be found in the classroom and can be utilized as prompts to serve the vocabulary instructing/learning. Consequently, audiovisual aids are concerned as well. Considering the proverb that says: “seeing is believing”, teachers should frequently apply these teaching aids in the classroom. These materials can influence students to feel comfortable and involved; they can increase their motivation and lower the affective variables in the classroom.

For example, pictures, photos, flashcards, posters, diagrams, funny cartoons, and picture-book can be valuable in various approaches to serve vocabulary authority.

Visuals demonstrate their viability in making relax classroom environment, and uncovered that students’ vocabulary levels, particularly learners, have appeared improvement through the joining of these materials. For instance, an instructor can ask his/her students about a fruit which they like while s/he is holding various fruit pictures, the guideline may go this way: Instructor: Do you like a banana? (Demonstrating its photo)

Student ‘A’: Yes, I love it. Student ‘B’: No, I hate it. Instructional natural product pictures.



### *AUDIO AIDS*

For example – recording devices, music, and melodies. As per explore, 65% of obtained information originates from tuning in. Thornbury (2002) concentrated on the significance of a word's sound, he proposed that giving tunes, rhythms, rhymes are among the best procedures. Pre-tuning in, while-tuning in, what's more, post-listening are three fundamental stages teachers and students experience while utilizing sound material and each stage has its related exercises. Teachers draw their vocabulary destinations at each level of tuning in.

#### *Audio-visual Aids*

Videos, PCs, and OH Projectors are efficient because they serve two functions: sound-related and visual. For this situation, students can see and hear the new words put in context or isolated. Using *Audio-visual Aids* increase learners' interest and motivation; and help them to memorize new words easily. Teachers have to use three different stages while integrating the audio-visual materials: previewing, while-viewing, and post-viewing. In each one, teachers use appropriate activities concerning vocabulary.

*Antony* names songs as 'adolescent motherese' [1, P.77]. They incorporate not only the tune and the lyrics but also all of the contexts in which it is created, produced and consumed. It is important where the song was performed and by whom, the audience and the technology in which it was produced. The first explanation says that "music is an art of sound in time that expresses ideas and emotions in significant forms through the elements of rhythm, melody, harmony, and color" [3, p.66]. The music's role is to describe emotions and four essential features characterize the music. The second definition says that these are "the tunes or sounds employed, occurring in single line (melody) or multiple lines (harmony), and sounded or to be sounded by one or more voices or instruments, or both" [5, p.128]. In fact, in this explanation, it is all about instruments and voice. Simply, music is instruments or voices (or both) people hear. Playing a song in a classroom or during a lesson can aid positive atmosphere in the environment. Some teachers may use them to focus on frequent learner errors in a more indirect way. Not to mention that songs are a perfect source for stimulating discussions about feelings and attitudes. Learners may talk over with another in pairs or in small groups what happened in the song and then share their opinions with the rest of the students. Additionally, songs may arrange a relaxed classroom atmosphere and contribute to fun and variety in language teaching. Finally, songs may be said to encourage the use of imagination and creativity during foreign language lessons. Songs also give a chance to develop automaticity which is the main cognitive reason for using songs in the classroom [7, p.346]. Another advantage is that songs „might be utilized as a method for contrasting a culture with other cultures" [6, p.568].

### *Visual aids in foreign language learning*

Visuals learners prefer to learn a new language when it is contextualized in pictures graphs, diagrams, and charts. In order to remember vocabulary, students should have access to word maps rather than lists. Students can receive extra help if the teacher uses expressive gestures in class. While in the classroom, students enjoy acting when learning a language, as that allows them to use their imagination to create scenes in their minds. It also allows them to practice speaking in a new language, which will hopefully make them more comfortable with pronunciations. Visual aids, such as posters or presentations, are resources that a teacher shows in their lesson plan to help students learn and process new information. [7, P.234] According to this author, visual means have the potential to make the act of teaching and learning of English an active process from the students' perspective. According to Burton: audio visual aids are those objects or images which initiate or stimulate and reinforce learning sensor.

Audio visual aids are an excellent didactic tool to promote not just grammar comprehension but also to develop others skills in the target language. Therefore, it is recommendable to use visual resources to get better results in the classroom. These visual resources somehow encourage students to participate and pay more attention when they are learning new vocabulary. At the same time, they allow the class to be more attentive and improve the quality of the interactions between one another.

#### *Advantages of audio visual aids*

- Audio visual aids help to avoid an empty and hollow verbalization in teaching English.
- To Challenge the Attention of the Pupils.
- To Stimulate Imagination and Develop the Mental Imagery.
- To Facilitate the Understanding of the Pupils.
- To Develop the Ability to Listen.
- These aids help in making the whole world a real audience of events occurring in the various parts of the world.
- Audio visual aids break the monotony of school routine and are always welcomed by pupils as a happy change in the classroom.
- They make teaching matter lively and interesting.
- It helps children to observe things in their most natural setting.

They increase curiosity in learning new things. • They make class room environment lively and strength students' memory by evoking all his senses. • They help to grab the attention of students in an easy manner. • They help us communicate the information to the large number of audience at one stage.

**CONCLUSION.** According to this research, we conclude with the following information. First of all, audio visual aids help in a meaningful way with the learning process of vocabulary for students in elementary school, starting in first grade. One of the most important part of this research is based on engaging the students in the classroom in order to learn English. For that reason, the effective methods for using audio visual aids for vocabulary learning, it is merely helpful in the interaction with the students in the classroom, another point to say is the comprehension in the meaning of the vocabulary supported by dynamic, flash card and also the songs but is important to mention that student learn quickly by taking advantage of audio visual aids projected, and it is videos, because they can imitate and produce what they are watching. In addition, we found out the most effective audio visual aids for teaching English in first grade are: flascards, real object, songs and videos. Therefore, audio visual aids, help students to memorize the vocabulary developed, thus students feel interested in the class when the teacher uses different dynamic to catch their attention.

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