

**ORAL PROFICIENCY SKILLS DEVELOPMENT USING DIGITAL CLASSROOMS****Dr. Rajesh Lankapalli\* & Y. V. G. Nukesevara Rao\*\***

Rajiv Gandhi University of Knowledge Technologies, IIIT Nuzvid, Andhra Pradesh



**Cite This Article:** Dr. Rajesh Lankapalli & Y. V. G. Nukesevara Rao, "Oral Proficiency Skills Development Using Digital Classrooms", International Journal of Interdisciplinary Research in Arts and Humanities, Volume 3, Conference World Special Issue 1, Page Number 146-147, 2018.

Education in each and every country supposes to be a high and prime-priority, amalgamated with new changes and ideals to its procedure. To bring the new transformations, it becomes the need of the hour to adopt and add technology to the educational system. It is essential to encourage for the better learning situations to have a better contact with this technology, practice, to reinforce, to increase and to promote knowledge in different areas. The advent of the new technologies in the education system has brought new words in the academic language such as computer based learning, CALL, integrating audio-visual aids, digital class room systems, web assisted language learning, E-schools and techno schools etc.

English, over the years, became a significant area in educative system and promises to be a supportive tool for this age group. Even though it is impossible to accept an impact in the English Language teaching learning process yet, in the recent days it has taken itself as a second Language. Teaching of English and its process of learning has faced transformations in methodologies as well as in methods and approach, with the advancement in technology. Hence it is necessary to introduce in the classroom not only blackboard as visual resource, but also other audio-visual resources. This should be used to attain the efficient development of the fundamental Linguistic macro-abilities of the English Language.

Teaching is Communication, in other words, it may be termed as more effective communication, and every time in a good communication there are two important aspects; the person is giving the information, and the same message/information is to be passed to the receiver. In an effective communication the message must necessarily be decoded accurately, otherwise, the message becomes unclear and may differ from its originality. To shun misrepresentation the sender of the information/message must make him/her explicit and as best as possible, the information must be presented in a vivid manner. It is therefore, important that teachers of English use teaching aids to improvise to make learning easy enjoyable and lasting.

An effective learning situation, quite an extent requires the use of teaching aids. According to Froebel Frederich (1782-1852), the one who formulated the theory of play and activity as being the young child's most powerful learning tool in all fields. Much developed countries, cities, societies and even many classy private schools here in India have incorporated this method (learning by doing) in their educational curricula and are producing a lot of benefits by doing likewise. While the aids are adequate enough for the younger students, it is not as relevant to advance learners because their capacity to create, construct, comprehend, make deduction and make value based judgment are generally expected. The audio-visual resources help in a great and different way to all educators to obtain students' relationship with the procedure of teaching and learning so as to develop the projected outcome, including the activity based classes allow a great joint for learning and acquiring of the English language. English became an important language and it is considered and applied as international language also known as the lingua franca of the world. Thereafter, it has acquired popularity and is being spoken and learnt by almost all people worldwide. Learning of any language is very easy if only followed by the appropriate and suitable approach. As there are numerous techniques and methods for language teaching and learning that exists, in this regards, I strongly feel that the most effective and updated method would be the audio-visual method. Because this method is suitable to almost all the classroom situation and can easily grab the attention of the learners and makes the learners to practice in an enjoyable way. So, this paper will be discussing the role of audio-visual aids in language learning.

The integration of information and communication technology in teaching is a focal point to be considered for the ensuring of quality in the teaching and learning system. In general there are two equally important reasons for integrating information technology in teaching. Learners must become familiar with the use of information technology and tools, since all jobs in the society of the future will be dependent on the technology, and information technology must be used in teaching in order to improve its quality and make it more effective.

**Audio-Visual Aids:****Introduction:**

It is usually accepted and believed that the maximum learning can take place when the greatest numbers of senses and organs are stimulated and activated. Use of devices/audio-visual aids will activate, stimulate and accelerate the greatest number of senses for acquiring the knowledge. Educators are most of the times unable to give students hands on or first-hand experiences and resort to the written and verbal use of terms. The experienced teachers, however, realize that the acquisition of vocabulary alone cannot provide vivid learning and acquitting experience. Best teachers are constantly watchful for devising methods and trying their best to incorporate devices while teaching so as to make learning meaningful and interesting. With intellectual selection and use of variety of instructional devices or audio-visual materials and experiences will develop students' comprehending capacities.

Psychologists have since long, recognized and found the significance of concrete figure in teaching. Teaching tools whether audio-visual or visual or only audio materials are valuable in the learning and teaching process as they stimulate interest and make possible the enrichment of the students' experience. And it is generally admitted by scholars that some people are able to comprehend abstractly, where as others are more dependent upon concrete materials as aids to think and learn. It has been usually recognized that the more intellectuals the individuals are, the greater is their control for abstract thought; the lower the mentality so as better is the dependence upon visual imagery as a channel of thought.

Recent studies show that the above and below average and dull students need the use of material devices more than the bright pupils. Modern pupil are literally surrounded with endless profusion of aids to his or her learning, such as workbooks, drill cards, graphs, pictures, maps, slides, film strips, motion pictures, radio and exhibits of all kinds.

Teaching aids which affect our organs of audibility and sight are called "Audio-Visual aids". Naturally mind nerves receive knowledge from the auditory nerves. Action is the outcome of the seen objects and words heard. The five senses are gateways of knowledge. Hence it is rightly said that 85% of knowledge comes through seeing and hearing.

Audio refers to sound waves that can normally be heard by the human organ. Visual implies relating to the sense of seeing. Audio-visual aids imply those instructional devices or teaching aids which make teaching more effective and easy. Audio visual aids are those instructional devices that may be used by a teacher or a communicator in order to facilitate better understanding on the part of learners by involving their many senses and organs but among them particularly those relating to seeing and hearing. In education the aids are to help in the process of teaching, not to be substituted for teaching not for teachers. Rote or mechanical learning is easily forgotten, whereas hearing though sensory experience is long lasting and sometimes life lasting. Aids are supplement to teaching to bringing up-to-date and export knowledge to the classroom. They often arouse as many questions as they answer. Aids can stir the imagination by demonstrating the practical uses to which scientific knowledge has been put, or arouse a sense of wonder at the beauty and variety of nature in the world in which we are living. Audio-visual materials strengthen the spoken or written words with concrete pictures and images. They provide rich perceptual experience which is the base of learning. They offer different experiences to stimulate self activity on the part of the pupils. They contribute to the depth and variety of learning and this make learning more permanent.

The following are the examples of teaching aids that can be used during the lesson. Those are: boards, dolls, charts, field trips, comics, discussions, creative achievements, dancing, dioramas, demonstrations, costumes, cartoons, dramatics, clubs, filmstrips or film slides, flat pictures, furniture, graphs, illustrated talks, live animals and plants, maps, miniature stage-sets, modeled figures, murals, nature specimens, objects, photographs, pictures (plain and colored), radio, relics, sandbox scenes, school "movies" and stamps, stereographs, story-telling, tableaux, television, hectographs, and visits to the zoo etc. Psychologists claim that children from their first birth to their "second birth" (at the age of 14 years ), young from 14 to 21 years, adults from 21 years up should be trained and educated as a whole by means of all available audio-visual and other sensory-motor aids, designed for the simultaneous development. The other way; the teachers are trying to use multiple audio-visual aids to avoid that education which was narrow and one-sided, nurturing, practicing and developing certain abilities and human attributes at the expense of the rest.

All through the ages many successful teachers have relied on talk and chalk. So many such teachers have the ability to express their ideas clearly. And they can easily arouse the interest of their students and make good use of the fact and information. They usually treat their students as individuals with differing needs and abilities. These are the great teachers; they are born with a natural talent to allow students to learn quickly and enjoyably. But in case of ordinary teachers can approach the standard of great ones through hard work and good knowledge of methods of teaching and by including the use of teacher-made and commercial teaching aids or tools.

Audio visual material must be seen in their relationship to teaching as a whole and to the learning process as a whole, unless and until the teacher understands the relationship between audio-visual material and teaching learning procedure. Audio visual materials are developed, distributed and used as planned components of educational programs. Educational audio-visual aids help the process of learning which is motivation, simulation and classification. Audio-visual aids are multisensory materials which, motivates and stimulates the learners. It makes dynamic learning experience more concrete realistic and clearly. Aids provide significant gains in reasoning and thinking. Audio-visual aids are sensitive tools used in teaching and helps as best platforms for learning the language. These are planned educational materials that appeal to the senses of the people and quicken learning facilities for clear understanding.

#### **Conclusion:**

By the findings from the study the researcher can conclude by saying that audio-visual aids play a vital role in facilitating the language learning. In this method both the learners and the teachers are being benefited from the different types of audio-visual aids usage. Because, only audio-visual aids makes the language teaching and learning more effective by making whole class interactive and interesting, motivating, facilitating all the language skills etc. The only way of using audio-visual aids is to use them prudently and cautiously so that both language teaching and learning becomes effective.

#### **References:**

1. Asher, James J. Learning another Language through Actions: The Complete Teacher's Guidebook. 3rd ed. Los Gatos, CA: Sky Oaks Productions, 1986.
2. Bailly Gerard, Pascal Perrier, and Eric Votikiotis (Eds.). Audio-Visual Speech Processing. New York: Cambridge University Press, 2012.
3. Beatty, Ken. Teaching and Researching Computer Assisted Language Learning. New York: Pearson Education, 2003.
4. Chandha, P. C, and M. Moque Muddin. Audio-Visual Education: Art and Teaching Aids. Ludhiana: Educational Publishers, 1979.
5. Chomsky, Noam. The Formal Structure of Language: Language and the Mind. New York: Harcourt, Brace, Jovanovich, 1972.
6. David Larsen, Freeman. 2003. Techniques and Principles in Language Teaching. Oxford: Oxford University Press, 2003.