LET THE LEARNERS HEAR THE LEARNING

by:
Josephine P. Aquino
Teacher III, Mariveles National High School - Poblacion

Through the years, curriculum developers tried to create materials that will help the educators facilitate the teaching and learning process. It is a fact that audio-visual materials are a great help in motivating and facilitating the learning of a foreign language, English in particular. According to River (1981) learning the language clearly contributes to understanding the culture of the people and they appreciate the way people used language to communicate with the other individuals using the audio-visual materials that serve as the media.

In the study of Wright (1976), he claimed that many media and many styles of visual presentation are useful to the language teacher. Included here are the audio-visual materials that can be self-made or provided by the curriculum developers. As say, knowing the language can help the students in various areas since through the language learning delivered to them. It means that all audio-visual resources can have positive result to language learning as long as they are used at the right time, in the right place, and at the right audience. Therefore, teachers should use the appropriate materials and language in the classroom setting when dealing with learners in order to encourage them to listen during discussion. In language learning and teaching process, learner used his eyes as well as his ears. But his eyes are basic learning and that sounds complete the process.

One of the most appreciated materials applied to language learning and teaching is the utilization of video or video presentation. This is the most practical thing an educator could have. A recent large-scale survey reveals that the students like learning language through the use of video, which is often used to mean quite different things in
language teaching. According to Cakir (2006), for some individuals, it means no more than replaying television programs on a video recorder for viewing in class or private study. And for the others, it entails the use of a video camera in class to record and play back to learners the activities and achievements in a foreign language teaching. However, our concern here is to present the use of video in language teaching most effectively as a visual aid presenting the target language naturally and to meet its function in teaching. The problem arises from the misuse or incomplete use of it. That is to say, teachers still evaluate student performance according to the language and situational settings. In addition, teachers have to strengthen their performance in terms of communicative acts because it a skill that they have to master. It wouldn’t fit only in the language class, but it also fits to all learning domains.

References: