A Study on the Effect of Visual and Auditory Tools in Foreign Language Teaching

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Article Info	Abstract
	In this article, the task and function of visual and auditory tools used in foreign language teaching, together with technological progress, are explained. Digital devices that enter human life play an important role in foreign language teaching and learning, as in every field. New visual and auditory learning models emerge according to intelligence types and learning styles. Using tools and equipment such as mobile learning, computerized material preparation, computerized teaching and learning, flash disks, DVD-VSD, smart boards, and projectors have created new models in foreign language education and teaching. The increasing importance of the internet in human life and virtual programs such as Facebook, Youtube, and Instagram, which develop on the Internet, accelerate thinking differently. Traditional language teaching and methods (texts, grammar-translation methods, communicative methods, functional language teaching, etc.) can no longer meet the needs. It has become a necessity that language teaching and learning should be considered together with cultural elements. It has forced both language education institutions, teachers, and language learners to think differently. As a result of all these, individual learning differences have emerged in acquiring and acquiring a new language. Accordingly, it is necessary to develop a new vision. **Keywords:** Foreign language teaching, teaching tools, learning styles, technological devices.

Introduction

Language learning and teaching occupy the most important part of our lives as an element that requires great effort. For this, concepts such as school, course, teacher, opportunity (money), curiosity, need, environment, motivation, etc. have to come together (Aksoy, 2021; Ünal, 2016, p. 29). Traditional language teaching methods (texts, grammar-translation, communicative, functional language teaching, etc.) cannot meet today's needs. It should be noted that language is a part of cultural elements (Saraç, 2012, p. 28). With the advancement

of technology, it is necessary to renew and update teaching methods. Class-teacher-student understanding and method are leaving their place to virtual screens and environments with the ongoing pandemic worldwide. New education styles such as Home School, Online School, and virtual school come to the forefront. In this respect, foreign language learning and teaching determines its own path with a new roadmap in the virtual world with the contributions of new technologies. Especially the widespread use of the internet network, the technological developments related to it, the fact that life becomes dependent on it day by day, and the inability of the new generation to do and think about anything other than the internet are the reasons for this.

New teaching tools such as computers, mobile devices (mobile phones, tablets), smart boards, projectors, flash disks, DVD players, etc., are used in foreign language learning and teaching. Accordingly, it becomes even more important for institutions and organizations doing education and training to keep the c unit up-to-date, to be open to scientific experiments and data, and to pass every step they take under the supervision and control of the Research and Development unit. The team carrying out R&D studies must have a high ability to analyze scientific data.

Learning Styles and Measures

According to scientific data and research, 83% of the learned materials and objects are learned or obtained through vision, 11% from hearing, 3.5% smell, 1.5% touching, and 1% tasting (Aksoy, 2015, p. 17).

According to another study, in an experiment on subjects' learning measures:

When the time factor is kept equal for everyone, the result is as follows:

10% of what you read

20% of what you hear,

30% of what you see,

50% of what you see and hear,

70% of what you say,

They remember 90% of what they do and say (Kaya, 2006).

Learning types and styles of children born from the same mother and father and raised in the same family also differ. Although the environment and the education they receive have an effect on learning, it is necessary to consider the effect of innate learning ability and perception in language teaching (Herron & Nurrenbern, 1999; Bellanca, 1997).

It should not be forgotten that people with different intelligence types show different learning characteristics from each other (Gardner, 1993).

1. Verbal / Linguistic Intelligence,
2. Logical / Mathematical intelligence,
3. Visual intelligence,
4. Bodily / kinesthetic intelligence,
5. Musical/ rhythmic intelligence,

6. Social intelligence,
7. Intrapersonal intelligence,
8. Naturalist intelligence (Başaran, 2004, p. 9)

In foreign language learning and teaching, all intelligence types have their own learning styles. However, we will focus on more effective Verbal, Visual, and Auditory language learning in language learning, which is the subject of our article.

Verbal or linguistic intelligence

Students with verbal or linguistic intelligence grasp words quickly. These students ensure the permanence of the knowledge they have learned by establishing a link between previous and subsequent knowledge. In foreign language teaching, these types of intelligence should be known, and teaching materials should be presented according to the student's comprehension ability. Especially in studies on students with this intelligence, skills such as writing, reading, listening, establishing dialogue, and learning the structure of language are more dominant (Bellanca, 1997).

Visual intelligence

One of the most effective methods in foreign language teaching is to have visual intelligence. Visual learning, which can also be called the first learning method, is becoming more and more widespread in our age. People with this intelligence or learning style perceive what they see photographically and transfer them to the brain by making connections between lines, colors, and shapes. In this way, learning is the fastest and most permanent. People belonging to this intelligence or learning type remember a picture, house, landscape, address, or person-years person years later down to the smallest detail. This type of learning is easy and fun for people; they can learn more materials without getting bored.

One of the most beneficial innovations brought by the digital age is the large number of materials to be learned. Foreign language learners are considered advantageous in this regard and have the opportunity to access a large number of materials. Complementary materials and stimuli belonging to the same subject are sent to the brain and increase the learning speed. For example, programs such as Facebook, Instagram, and Youtube provide access to visual and audio materials that are completely available on the internet.

Auditory intelligence

People with auditory intelligence immediately learn a melody, rhythm, musical tone, or word they hear and quickly grasp the details in the music. Folk songs/songs expressed with a melody or rhythm in poems, stories, novels, critical articles, etc., directly affect language development. Among those who acquire a foreign language, those who are prone to music make faster progress (Bellanca, 1997; Bumen, 2004).

In the article, the tools and devices of these three learning styles that are most relevant to foreign language acquisition will be emphasized, and the framework of effective learning will be clarified.

Verbal, Audio, and Visual Tools

We can list the tools used in acquiring a foreign language as follows.

- All kinds of printed and electronic textbooks and materials,

- Smartphones, tablets, and accordingly, internet extensions,

- Computers, smart boards, and flat whiteboards,

- Projectors,

- Video movies and cartoons,

- Televisions,

- Flash Disks, CDs, DVDs, VSDs, and the player devices used to operate them,

- Pictures and posters etc.

Youtube, Facebook, Instagram, etc., are among the most advanced internet programs used in verbal, visual, and auditory foreign language teaching. These programs are most widely used in online teaching. Virtual classrooms can be opened on the agenda, and foreign language learners can communicate with native speakers and teachers.

Effective Audio and Visual Devices Used in Foreign Language Teaching

Mobile phones and tablets

With mobile phones and tablets, which are a part of mobile learning, information can be accessed anywhere with internet access. Mobile devices appeal to both our visual and auditory sensory organs in language acquisition. Short speeches and movies belonging to the language carriers are downloaded from the internet and watched with video or subtitles (Oz, 2014, p. 131-139). Students can quickly grasp pronunciation and grammatical structure through multiple listening.

Ati Studios, Babbel, Duolingo, and similar programs, followed by mobile phones and tablets, are to be used in foreign language acquisition. Some schools do all of their education with a mobile application.

The fact that the devices used in mobile learning are portable and can be used on the go further expands the time and space of learning.

With mobile devices, students interact with each other both inside and outside the classroom. Mobile learning perpetuates mutual interaction, which is the first and most important element of foreign language learning (Sharples, et al. 2009, p. 237).

Computers and smart boards

Computers and smartboards maintain their current place as the most basic and most important education and training tools of our age. No work can be done without a computer. Computers and smartboards increase the quality of education during learning activities. At the same time, they enrich education and teaching materials and serve as a tool to help teachers achieve learning goals. While defining computer-assisted language teaching, preparing and writing the materials used in the course in the computer environment and

sharing them with the students with the help of smartboards or projection devices are among the most important functions of these devices. Since computers and smart boards appeal to both the eye and the ear, it is possible to use a word, sentence, proverb, word combinations, etc. It allows hearing and listening to the carriers of the language. Computers and smartboards can also be used as video materials, music concerts, speech dialogues, etc., prepared in the classroom environment with the help of a PowerPoint program. Displayed visually and audibly. Computer and smart board-supported programs keep students' motivation and participation in the class high (Arslan & Adem, 2010, p. 81).

According to research:

"I think the computer is a useful teaching tool" 78.6% participation;

"I like teaching lessons with visual elements (pictures, videos, graphics, animations)" 81.0% participation;

"I like teaching lessons with auditory elements (sound, music, speech, etc.)" 77.4% participation.

"I like teaching lessons with visual elements (pictures, videos, graphics, animations)." item is in the first place with 81.0% participation;

"I think the computer is a useful teaching tool" 2nd place with a rate of 78.6% participation; "I like teaching lessons with auditory elements (sound, music, speech, etc.)" The participation in this question was ranked 3rd with 77.4%.

These data show that students like to be taught with visual and auditory elements and that a computer is a useful tool in foreign language teaching (Erol & Gülcü, 2016, p. 1125-1126).

Projectors

Projection or transversal devices are among the tools actively used in language teaching. According to the research, most teachers in foreign language lessons use projectors and devices placed in mobile phones and cameras that serve as mirroring (Geçgel & Peker, 2020, p. 17). Pre-prepared materials are taught to students and then watched. With this method, students are given the opportunity to listen again, and language features such as the pronunciation of words and intonation of sentences are taught. By stopping the video materials, such as movies, dialogues, etc., they are allowed to complete the speech or the image, guess or comment on it, and ask questions to the teacher or talk to each other themselves (Göçerler & Çoraklı, 2019).

TVs

Televisions are used effectively in foreign language teaching as a mass communication tool and as a lesson tool in teaching cultural elements of the language. Televisions, in which words related to daily life are used, with the form of visual and auditory address and the correct grammatical structure, are efficient in foreign language teaching. The number of people who learn a language just by watching television is also not small.

While watching TV:

1. Multi-channel satellite broadcasts,

2.   There are interesting documentary publications,

3.   Some publications do not contradict and conflict with their own cultural dynamics,

4.   There are many news channels,

5.   It is necessary to pay attention to the issues such as interesting and rich content programs.

In a scientific study conducted on students, it was determined that learning a foreign language with the help of visual and auditory devices provides 72% benefit (Göçerler & Çoraklı, 2019, p. 75).

Effective Audio and Visual Video Films Used in Foreign Language Teaching

Video films are used effectively in foreign language teaching. The purpose of video films is to have an artistic feature. Because these films have an important place in terms of containing the emotions, thoughts, culture, traditions, customs, and flexible and aesthetic thinking in the acquired language. In academic studies, it has been seen that preparing the subject to be learned in advance and teaching the materials on the devices used manually by the teacher or student increases the learning efficiency. In this type of teaching method, the proverbs, word combinations, aphorisms, homonyms and synonyms, and figurative meanings in the film or in the taught materials are taught to the students beforehand, and live conversations are shown to the students via video (Keser, 2011; Saraç, 2012; Freifeld, 2006).

Discussion

From past to present, different approaches have been used in foreign language teaching, by focusing on the structure of the language or its practical use (Güçlü, et al. 2017). When it comes to teaching a foreign language, how that language will be taught is also in question. While looking for answers to the question of how to teach or learn a foreign language in her article, Göçen summarizes three main elements as *approaches*, *methods*, and *techniques* (Göçen, 2020, p. 24). Güzel and Barın state that *approaches*, *methods*, and *techniques* should be used to reach the goals set in education (Güzel & Barın, 2013, p. 157).

Foreign language teaching methods were initially continued, adhering to the traditions, with methods such as teaching grammar structure and language rules, making translations, and memorizing poetry or dialogue. In today's world, new foreign language teaching and learning approaches have come to the fore, as Göçen states, depending on the advancement of technology. Aktaş emphasizes that communication is important in foreign language teaching and that foreign language learners should gain communicative ability (Aktaş, 2005, p. 89). It has been inevitable for language learners to use methods such as communication, cultural elements, and interaction by focusing more on the practical structure of the language. In fact, Brown does not find the word method sufficient in foreign language teaching and prefers to use the more comprehensive word pedagogy instead. A method includes a uniform set of operations, whereas pedagogy proposes a dynamic interaction between teachers, students, teaching tools, and devices in the teaching and learning processes (Brown, 2014).

Peçenek (2005, p. 89) said, "Tools include everything used to facilitate the learning of a language," and expanded the boundaries in language learning with the advancement of

technology in the digital age. Peçenek surpassed Brown with these expressions. Depending on all these, it has become inevitable to be open to innovations in teaching methods, teaching tools, teaching devices, and in teaching and learning a new language. Situations such as being closed to innovations, keeping a distance, being stagnant in developing tools and equipment suitable for the era, and not being able to operate the R&D unit will not motivate students and cause them to fail. In their article, Wery and Thomson write and emphasize that unsuccessful students may cause uncontrolled behaviors at school and have bad attitudes. "…Teachers often don't know how to help these students, and they also feel pressure to help them achieve the necessary academic goals and objectives. Teachers' most difficult time when teaching students struggling with failure is related to the motivational aspects." (Wery & Thomson, 2013, p. 103).

The young population prefers to put the achievements of technology into practice in their lives. Candidates learning a foreign language want to continuously use mobile learning applications on digital devices in the classroom. It has become imperative for teachers to allow, monitor, and even better know the tools and devices young people use. Fulk and Montgomery-Grymes suggest allowing students to be free and self-controlled in learning (Fulk & Montgomery-Grymes, 1994, p. 29-30). Black and Deci recommend giving students choices about what to work on or how to complete assignments (Black & Deci, 2000, p. 741). Here, both articles confirm Pechenek's statements.

The importance of up-to-date methods, tools, and devices, active motivation, effective communication, and interaction with language carriers in teaching and learning foreign languages is increasing.

Conclusion

Foreign language education and training institutions should follow technological progress and keep their R&D studies up to date. While motivating students, it should be imperative to take into account the types of intelligence and learning styles that are effective in language teaching, and tiring methods should be avoided.

Likewise, tools, equipment, and devices that activate all sensory organs should be used according to intelligence types and learning styles. While preparing educational materials, mobile learning should be considered in the first place by giving importance to visual and auditory materials (such as video film, television, song, documentary, and dialogue), and the latest technological products that are included in life should be updated, researched and development studies should be concentrated in this area. Foreign language teaching should not be taught at the desk or in the classroom but by spreading to all areas of life. Thus, it should be ensured that students stay in constant interaction by allowing their own learning styles.

While preparing the course materials, it should be taught together with the cultural elements of that language.

Students should be taught the life skills that are a part of the foreign language more effectively, and their experiences should be increased with the visual and auditory tools used.

According to scientific results, technological advances activate the sensory organs in humans and not only accelerate learning, but also make it permanent. In this way, it becomes easier to ensure the permanence of the learned materials by increasing the morale and motivation of the students in foreign language teaching.

Prescriptive and boring theoretical language teaching methods should be softened and teaching and learning processes should be continued with a multi-faceted understanding in accordance with the conditions of the time.

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