

Enforcement of Audio Books in Classroom

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Abstract

Listening is the prior most skill out of the four language skill. Developing listening proficiency is essential for a learner in second language acquisition. Audio books provide platform for listening to second language. The researcher has proposed to conduct an experimental study to check the feasibility of considering audio books as listening materials. Under graduate students are taken as subjects for the study and their listening proficiency is tested through audio books. The results and the findings of the study will be attached in the full paper.

Keywords: listening, audio books, proficiency, feasibility, learners

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Background of the Study

Technological growth leads to the creation of the sophisticated environment for learners in the Classroom. Introduction of smart Classrooms generated revolution in the education sector. The modernized education system demands advancement in Classroom. Teaching faculties cannot be the only source for the learners to learn the language. By technological assistance, Learners can acquire language efficiently in short period of time. Audio Books are invaluable source in enhancing one's language skills. Introducing Audio Books to the learners may surge their Self-Learning interest and ability.

Hypotheses

The researcher attempts to analyze the application of Audio Books in a Classroom. The paper tries to sort out the limitations of considering Audio Books, as syllabus material for English Language Learners.

Research Questions

1. How can Audio Books support learners in enhancing language?

2. Can Audio Books be considered as a syllabus material for Language Classroom?
3. In which context Audio Books support English language learning?
4. What are the features that the Classroom must possess in order to use Audio books?
5. Will Audio books replace teachers in Classroom?

Discussion

The modern day Classroom has become learner-centered and much significance is given to the response and interest of the learners. Teachers alone cannot be the source of learning; few other factors play a vital role in learner's acquisition of the language. Components such as Class environment, individual interest, curiosity, family background, technical assistants, and gadgets also hold a key for a learner in his/her learning process. There are few learners who are slow in acquisition of knowledge. Slow learners require repetitive teaching and elaborate explanation in order to grasp the knowledge. Audio Books act as a perfect soul for improving the listening skills of the students.

In Language Classroom, learners are bound to listen but language teachers may not have proficiency over the second language. Their pronunciation of English words need not be accurate enough, so learners may misunderstand it to be the exact pronunciation. Audio Books remove this option of learners learning mispronunciation. Listening is treated as the prior most skill out of the four communication skills. By listening to Audio books, learners get the possibility of enhancing second language. Second language acquisition demands the learners listen

to the second language as much as possible. Audio Books provide the platform for the learners to get acquainted with the second language.

Audio books act as a supportive tool in enhancing language skill. Since Audio Books are spoken by individuals who have English as their primary language, their fluency and proficiency over the language is high compared to that of the second language teachers. Audio books dispose the role of the teacher in the Classroom. It converts teacher into a facilitator. Learners can be more acquainted to the second language with the help of Audio books. Hence, Audio books can be re-listened; even slow learners can grasp the ideas well enough. With the help of Audio books, learners can engage in self-study without the presence of the teachers. Thus Audio books act as a tool for the learning process in a language Classroom.

Audio books can be considered as a syllabus material for Language and Literature Classrooms. Especially in Literature classroom, for teaching Poems, Plays and Essays; Audio books are reliable sources since Audio books are presented with exact accent and pronunciation. In case of Poems, well organized recitation of poetic lines makes it easy for the learners to understand the meaning of the poem. Reading has become a secondary act in the modern day Classroom. Students prefer learning through listening, more than that of through reading. This mindset of the readers can be boosted by the use of Audio books in the Classroom.

Learners feel convenient enough in listening to Audio books in the Classroom. By adding Audio books to the syllabus, students are made to listen; which provokes their concentration power. This activity increases the opportunity of listening. Repetitive listening to a particular material leads to unconscious acquisition of the

language. It is more suited in literature classroom than in a language classroom where lot of illustrations and explanations are required. But with facilitators to do their explaining, Audio books can be also be used as a Syllabus material in language classroom.

Generally Audio books encourage self-learning, Interested and volunteered students make high use of Audio books. In order to listen to Audio books an individual must possess high patience. At most concentration is required to listen to Audio books. It is highly challenging to use Audio books in a noisy environment. The mobility of the Audio books makes it more reliable for the learners. Interested and self-motivated learners are highly benefited by Audio books. Audio books remove the printed text books out of the occasion. Students who don't like books highly appreciate Audio books because it reminds of the story telling. Videos may be a better tool than Audio books but it has more distraction rate. It is not sure that students may listen to the language in the videos because they may be intruded by the visual presence and assents. Whereas in Audio books, students' concentration is focused only on listening and the distractions are less.

To implement Audio books in the Classroom, the Classroom must contain special features. Smart classrooms are not mandatory for the application of Audio books. It can be even achieved in normal classrooms with sound facilities. The classroom must not huge masses of students. For it may leads to distraction. Small number of students is more suited for this kind of activity. Classroom must have discipline and noiseless environment to increase the audibility of the Audio. A facilitator's role is to supervise the listening process of the students and clarify their

doubts. Sound system has to exponentially clear for the learners to understand. It is not mandatory for the classroom to be installed with projection equipment. Just speakers and laptops will do for the usage of Audio books in the classroom.

Based on the quality, ability, and the skill of the learners; the success rate of listening to Audio books differ. Learners who have acquaintance over the second language (English) can make prolific use of the Audio books. Slow learners can listen and re-listen to the same content again and again which increases their chances of understanding that information. Note taking is possible while listening to Audio books which promote their recalling ability. The clarity in fluency and pronunciation guides the learners to learn the second language in its original standards. Audio books can also become learner's partner in the learning process.

Teachers are guides for the students but Audio books become student's companion. It is not possible to have a classroom without a teacher, especially second language classroom. Teachers are mandatory in a second language classroom for that second language is not the learner's mother tongue. Guidance and teaching is essential in such classrooms which cannot be attained without the presence of the teachers. Audio books can be a tool that teachers use to teach the students. It cannot replace the presence of the teacher. In ESL Classroom, teacher has to be the core in teaching process and Audio books can assist them in the process of teaching.

The role of Audio books is reciprocated in a Literature Classroom. Audio books are more suited for Literature classroom compared to that of the Language classroom. Audio books have supremacy over the teachers in the Literature classroom for its fluency and accuracy of the text. Dramas are expressed with English

assent and fluency which cannot be taught by the teachers who knows English as a second language. In Literature classroom, Audio books play the key role and teachers facilitate the learners. While listening to the Drama or a Fiction in Audio books, explanations are required in few places only. Teachers are expected to clarify the doubts of the learners while they listen to the Audio books. In this case, teachers facilitate the students and Audio books guides and teach them.

Summation

The researcher considers Audio books to be a support program in learning English language. The Audio books assist the learning process of the learner by giving more opportunities for them to listen to the second language. Grammar teaching with the help of Audio books is little difficult but it can be compensated with the explanation and illustration of the teacher. Audio books cannot replace the presence of the teachers in the classroom instead it lessens their work and transforms them from teachers into facilitators or guides. Audio book is a double beneficial tool for it is a tool for a teacher to teach and a tool for the learner to learn.

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