

Audio Visual Aids in CLT Class Rooms: The Language and Learners' Friendly Materials

Niranjan Nayak

Phd Research Scholar, Department of English Language and Literature,
F. M. University Vysavihar, Balasore, Odisha
Email: niranjannayak0786@gmail.com

Abstract:

This paper examines the use of audio-visual aids in Communicative language Teaching (CLT) classrooms with reference to the effectiveness of these materials as language and user-friendly tools. CLT gives importance to the meaningful communication, interaction with learners, as well as the cultivation of communicative competence in real life situations and the incorporation of proper teaching material is core towards realizing these objectives. The study of how audio-visual tools such as videos, pictures, interactive whiteboards, and real-life materials such as news articles can benefit language learners of different proficiency levels is based on the assumption that they contain comprehensible and contextually rich information. These resources also meet the needs of different learning preferences and allow multisensory interaction due to visual and auditory stimulation, which contributes greatly to language acquisition, as it simplifies complicated material and boosts memorization.

The paper underscores the way these materials are useful in breaking the language barrier and in the acquisition of communicative competency because they expose the learner to real language use. Also, it addresses the task-based learning, role-playing, simulation exercises, and collaborative activity, which are aimed at promoting real-world communication and promoting autonomy among learners. CLT encourages active involvement by integrating learner-centered strategies, as in these methods, learner is encouraged to participate and discuss the issues, moreover, solve the problems and provide feedback to each other, which enhance fluency and confidence in the target language use. The paper also highlights the significance of interactive programs and applications, including language learning platforms and virtual reality applications, which provide interactive and learner-friendly language drilling opportunities. They aid in the combined learning of listening, speaking, reading, and writing, which makes language learning more of a whole organism.

Keywords: Communicative Language Teaching (CLT), Audio-Visual Aids, Language Learning Materials, Learner-Centered Pedagogy, Authentic Communication.

Introduction:

Communicative Language Teaching (CLT) has become a prevailing pedagogical theory in language teaching because of its focus on significant communication, interaction of learner to learner, and practical application of language in real life situation. Compared to the conventional form-oriented approaches, CLT pays special attention to the creation of communicative competence through involvement of the learners in activities where meaning negotiation and use of authentic language is involved. In this context, instructional materials

are important because they have to facilitate interaction, contextual meaning, and participation of the learner. In its turn, this makes the choice of the right teaching aids the key to the successful application of CLT in language classrooms.

The use of audio-visual aids has become of growing importance in CLT classroom due to its capacity to furnish the not only contextualized but also authentic language input by means of the combination of the audio and visual components. Videos, images, recordings, and multimedia help to convert abstract linguistic concepts into tangible experiences and, therefore, make understanding and memorizing easier. Pedagogically, audio-visual materials are in line with the concept of multisensory learning that postulates that learners learn better language when multiple senses are involved at the same time. Consequently, these aids serve as language-friendly tools that lower the cognitive load, promote natural language learning and serve various learning styles.

In addition, audio-visual representations would help in the involvement of the learner, motivation, and the classroom interaction, which are key goals of CLT. These materials stimulate active interaction and group learning by introducing language in dynamic and culture relevant situations. The audio-visual materials can also facilitate the anxiety and hesitation of learners by offering visual indication and situational assistance in communication. Audio-visual aids are beneficial when they are carefully incorporated into communicative activities since they increase the autonomy and inclusiveness of learners, which makes learning languages easier and more efficient. Therefore, audio-visual aids are not only as ancillary devices but also as indispensable learner friendly materials that reinforce the pedagogical bases of CLT classrooms.

Review of Literature:

The Communicative Language Teaching (CLT) has been extensively written in the literature of language education, as a methodology that prefigures significant communication, learner interaction and functional application of language in real-life situations. According to Richards and Rodgers (2014), CLT is focused on building communicative competence, instead of grammatical correctness, so, it needs practices and materials that promote interaction and meaning negotiation in the classroom. The researchers claim that the effectiveness of CLT is highly defined by the type of the instructional material because text-based resources do not always offer real-life communicative scenarios (Babayev, 2025). Therefore, the research has been done more and more to determine materials that could be useful in achieving the communicative purposes of CLT classrooms.

In this scenario, the use of audio-visual aids has been identified to be a pedagogically useful tool in language acquisition and learning. Research shows that audio-visual resources like videos, images, recordings, and multimedia can be used to learn a language through the different senses and to process abstract linguistic information into actual experiences (Awasthi, 2014; Sarkar, 2022). According to Begum (2018), audio-visual contents expose learners to real-life language practices such as pronunciation, intonation, and other socio-cultural functions, which are usually lacking in traditional textbooks. Empirical studies also indicate that audio-

visual resources improve the understanding and memorizing as well as promote the comprehensive training of listening, speaking, reading and writing (Singh, 2014).

Besides linguistic advantages, the literature underlines the importance of audio-visual aids in improving engagement, motivation and interaction of the learners in the classroom. Alam (2017) states that multimedia-based exercises help learners to participate and be confident, especially in communicative and task-based classes. According to several studies, audio-visual resources help to alleviate anxiety and hesitation in learners by visualizing them, which allows them to find the language easier (Babayev, 2025). But the researchers also remind that the effectiveness of audio-visual aids is predetermined by the considered pedagogical integration in accordance with the principles of CLT, but not by the mechanical or excessive use of aids (Richards and Rodgers, 2014). Comprehensively, all the literature reviewed confirms the idea that audio-visual aids are the language- and learner-friendly resources that contribute to the reinforcement of the CLT implementation in the various classroom settings.

Result and discussion: -

Audio-Visual Aids

Audio-visual aids are any learning aid that involves both auditory and visual stimulus to aid in learning. These materials are video and picture, diagram, audio recordings, and the multimedia tools that involve both sense of hearing and vision in the learners. Audio-visual aids are created by integrating sound and images to enable abstract concepts to be more concrete, as well as to make the learner understand and remember concepts better. Specifically, in language teaching, such aids can be effectively used since they allow offering language input in a context, which helps learners to experience the use of the language in actual situations (Awasthi, 2014; Sarkar, 2022). Audio-visual aids in classrooms lead to the creation of interactive learning environments that are dynamic and address different learning styles to enhance understanding.

Audio-visual aids are important in improving the language learning process since language learning involves the use of both auditory and visual senses making the process more interactive and effective. These tools are very diverse, and among them, one can single out videos that are the source of authentic language input (the clips of movies, TV shows, documentaries, language learning apps) and images, including photographs, illustrations, and infographics, that help a learner to visualize and contextualize the vocabulary. Listening comprehension and pronunciation are supported by using audio recordings, such as podcasts, audiobooks, and songs, whereas collaboration and engagement are promoted by interactive whiteboards (IWBs) and digital solutions, such as Jam board or Padlet, with dynamic content. Vocabulary and memory are reinforced with the help of flashcards (physical and digital), whereas a presentation (an example of PowerPoint slides or Prezi) is applied to deliver visual and auditory content in a structured way to support a lesson.

Besides them, charts and diagrams (e.g., flow-charts and Venn-diagrams) can be used to simplify the language and concepts, projectors and projection screens simplify the process of presenting educational videos, documentaries, and other visual materials to more people. Auditory and visual stimuli are brought together in educational software and apps, like Rosetta Stone or Duolingo and used to learn a language in their entirety. Social media networks such

as YouTube and Instagram, and virtual reality (VR) offer the experience of language in the real world and allow them to immerse in language even when they are not in the classroom. Moreover, voice recorders can be used in self-assessment and oral practice, whereas interactive games or role-play simulation can help learners engage in communicative activities. A combination of these audio-visual aids contributes to the active and learner-centered language learning process, following the Communicative Language Teaching (CLT) principles.

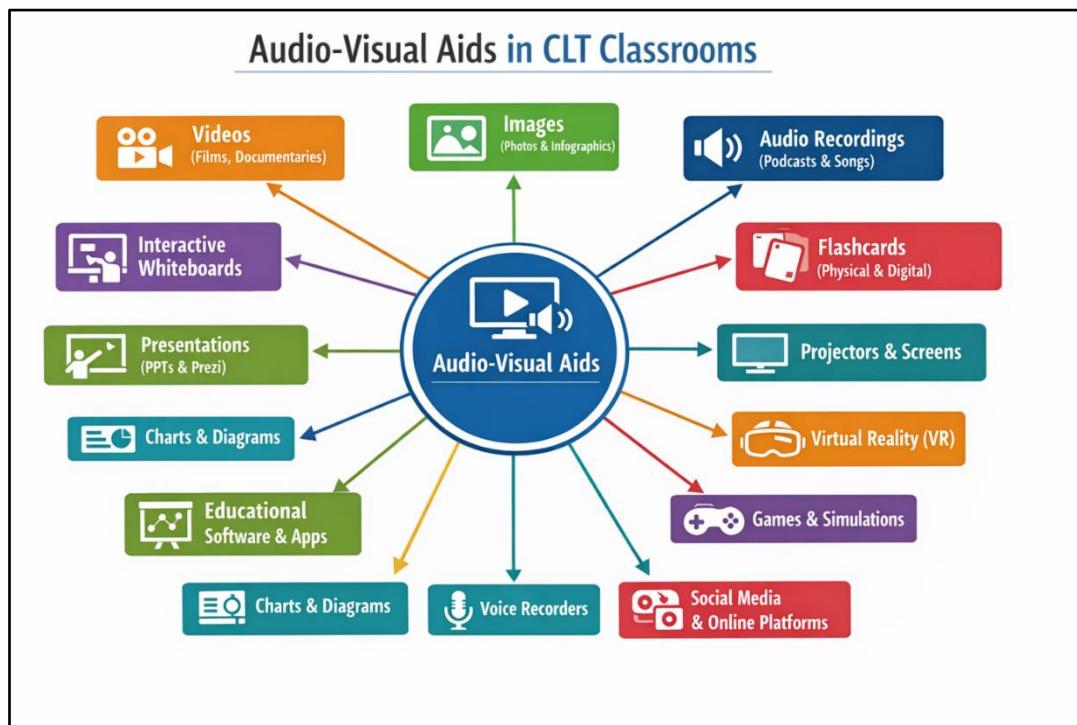


Fig: 01, Source: Prepare by Author with help of existing literature

Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) is an interactive style of learning a language that has placed communication and interactive learning as the building blocks of the instruction. In contrast to the conventional approaches that emphasise much on grammatical rules and memorising vocabulary, CLT attempts to build the communicative competence of a learner through interacting them in real life language application. This method will guarantee that the learners do not just manage to come up with grammatically correct sentences but also be able to make use of the language in any other social situation. The main objective of CLT is to equip students to operate under real communication conditions, to improve their linguistic, strategic, and sociocultural capabilities. The major components of this approach are activities that will involve role-plays, problem-solving exercises, discussions, and group work since they contribute to active learning and make the classroom environment learner-centered. Richards and Rodgers (2014) note that such interactive activities give the learners the chance to practise communication in meaningful ways that enable them to acquire both linguistic and the confidence in using language in various contexts.

The main principles of CLT are reflected well in its focus on different interconnected elements as shown in the diagram. Among them, one can mention the emphasis on fluency rather than

on accuracy, where the priority goes to the communicative nature of the learners and the fact that they are not so worried about mistakes. Through this, students are able to have meaningful communication as opposed to form. Also, task-based learning helps students to participate in activities that are close to real life like information-gap activity and role plays to equip them with practical application to the language they need in everyday communication. Another aspect that is important is the use of authentic materials, which help students get exposed to the real-life text and resources, as well as make sure that the language learning process is related to the real-life communication scenarios. CLT involves constructive and supportive error correction and feedback that gives the learners the chance to constantly make better use of language in a non-judgmental manner. Moreover, the integrated skills approach in CLT facilitates development of listening, speaking, reading, and writing skills together, which enable the learners to have holistic interpretation of language. Through the inclusion of cultural and contextual knowledge, CLT provides the ability to learners to interact with language in socially and culturally contexts, which equips them with the ability to use it in practise within a diverse array of global contexts. All these aspects contribute to the communicative purposes of CLT, enabling the efficiency and the meaningful language acquisition.



Fig: 02, Source: Prepare by Author with help of existing literature

Language-Friendly Materials

The language-friendly materials are required materials in the language learning process, which should be based on the needs of the learners at different levels of the proficiency. These materials will render the difficult concepts of language simple and ensure that the learners are in a position to comprehend the language and utilise it naturally and in a contextually suitable manner. In Communicative language Teaching (CLT) classrooms such materials are designed with the learner in mind through visual aids, authentic input and contextually relevant input.

Combination of visual and auditory materials, including flashcards, charts, pictures and videos, helps learners to have clear and exciting input assisting in cognitive and linguistic development. The method assists the learners to deconstruct the language barriers and build communicative competence through the presentation of language in easy to understand and experience related forms. As an example, authentic texts and news articles are real-life examples that expose learners to the language as it is used in everyday life, and they are better equipped to deal with social and professional communication in the target language (Babayev, 2025).

Furthermore, interactive tools are essential in the process of language learning to promote the interaction and autonomy of the learner. Language learning applications, interactive whiteboards, and virtual reality (VR) allow the learners to actively participate in the language, which makes the process of learning more dynamic and interactive. Through task-based learning, e.g. role-plays or simulation, the learners are exposed to the language in a real-life situation; therefore, enhancing their fluency and confidence in the language. Moreover, learners interact with each other through collaborative learning, which involves group work, peer reviews, and through which they can learn how to use the language in practical contexts. These materials will not only expose the learners to the language but also allow them to engage in the use of the language which will prove crucial in strengthening their language abilities and in creating confidence in them within a non-threatening and well-wish atmosphere. Therefore, materials that embrace language are the key to establishing an interesting, effective, and inclusive learning process in CLT classrooms.

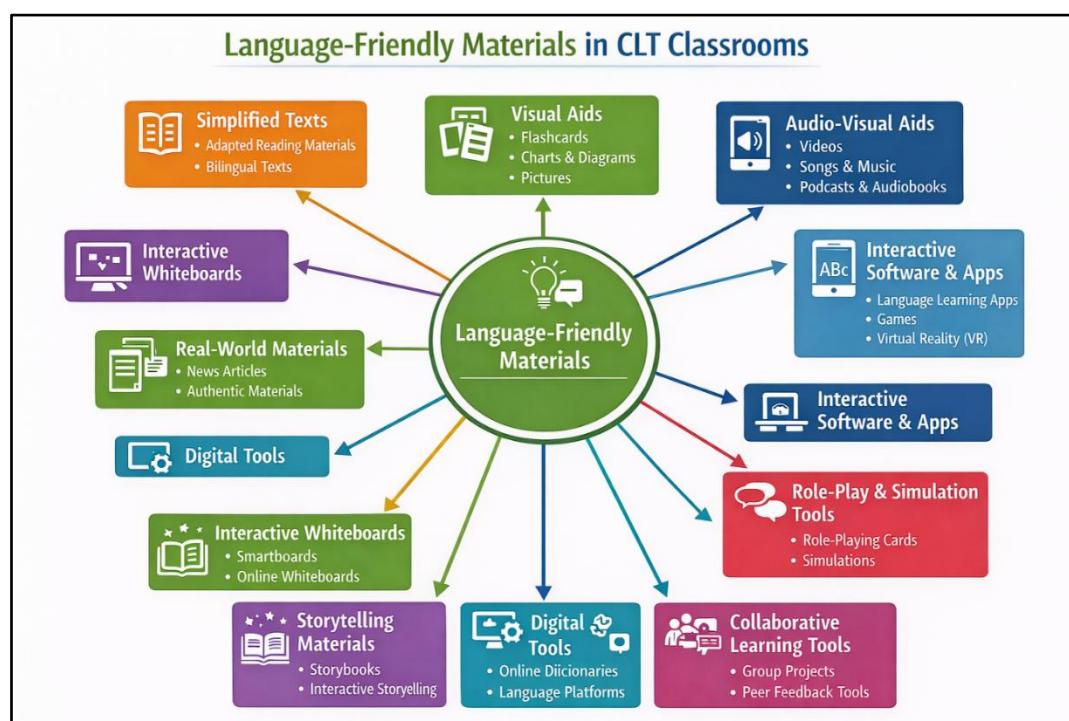


Fig: 03, Source: Prepare by Author with help of existing literature

Learner-Centered Pedagogy

Learner-centered pedagogy puts into perspective the needs and preferences and active participation of the learners as opposed to the conventional teacher-centered model under which the teacher is the main source of knowledge. Such framework promotes learner ownership of the learning process and teachers working as facilitators or guides. This will foster a higher level of learner autonomy, critical thinking, and problem-solving abilities, and the learners would be able to interact more with the material. Audio-visual tools are an important part of learning centered classrooms since they offer multimodal content which is interesting and encourages curiosity and helps the learner to learn on their own. Such resources also promote the engagement and cooperation between colleagues, which are the important aspects of learner-centered pedagogical practices (Singh, 2014).

Role of audio-visual aids in CLT Classrooms:

The use of audio-visual representations in Communicative Language Teaching (CLT) classrooms is instrumental in the process of improving language acquisition because it offers the learner rich, authentic, and contextualized language input. Contrary to the traditional method of language teaching which is usually based on the memorization of language and grammar by studying rules, CLT is concerned with the acquisition of communicative competence, through language using in real-life situations. This can be done through audio-visual representations like videos, films, recordings, and images to make the environment dynamic and engaging where the learners experience the language in its natural environment. Such materials do not just make language alive but provide visualization which helps to comprehend and it is easier to grasp rather complex concepts and new words and grammar rules. By employing multimedia materials, learners get to see the language as applied in real life context which helps in strengthening the pragmatic and functional levels of communication. As an example, the video clips of conversations in daily life (like ordering something at a restaurant or having a conversation at a market) can help students not only watch words but also observe social cues, body language, and cultural context that affect how language is actually applied in real life. This exposure of real-life language input makes audio-visual learning tools invaluable to the acquisition of listening skills, better pronunciation, and enhanced comprehension of the use of language in a social setting.

In addition, audio-visual in CLT classrooms encourage more engagement and motivation when learners as they offer and interactive and participatory learning opportunities. CLT suggests the learner-centered approach, in which the students are actively engaged in the process of learning instead of passive receivers of knowledge. An audio-visual tool, i.e., interactive games, role-playing videos, or a virtual reality simulation, is used to facilitate this active learning process and provide students with the motivation to utilize the language in significant ways. These aids offer the chance to the students to exercise the four language skills, which are listening, speaking, reading and writing in a holistic way. To illustrate, when students have seen a video on a specific topic, they will be able to discuss what they have seen in groups, train speaking skills by distributing into roles, and finally write a reflection in regards to what they have observed. Such combination of skills promotes a whole approach approach to learning a language where students are not only presented with language but also provided with ample chance to practice it too. Also, the interactive aspect of these materials is useful in instilling

confidence to the learners and eliminating the feeling of language anxiety by offering a non-threatening trying-to-learn environment. Audio-visual aids are therefore important in the establishment of genuine learning environments through which learners can gain fluency and accuracy in the process of communicating with each other and therefore they cannot be dispensed with as effective instruments in teaching CLT.

Conclusion:

Visual-audio resources and language friendly materials are an essential part of Communicative language Teaching (CLT) classes as they promote authentic and interactive real-life learning as learner centered classrooms. These resources comprising of videos, images, interactive white boards and real-life materials close the gap in the theory of language and the practice of communication by giving explicit, situational input that is according to the cognitive and linguistic capabilities of learners. Combining sound and visual features, these materials will work in favors of all four language proficiencies, such as listening, speaking, reading, and writing, as well as ensuring the learner engagement, fluency, and a sense of confidence. Using task-based activities, role plays, and collaborative learning, learners will be able to actively use the language in the real world, which will help them to improve their communicative competence. Thus, linguistic-friendly resources should be viewed as the invaluable aid in CLT classrooms and the way to make language acquisition affordable, interesting, and efficient in terms of developing linguistic and sociocultural awareness.

References:

1. Alam, S. (2017). The teaching of language in ESL classroom using drama incorporation of multimedia tools: Problems and challenges. *Creative Launcher*, 2(5), 433440.
2. Awasthi, D. (2014). Learning with the aid of audio-visual aids is easy and effective in primary education. *International Journal of Scientific Research*, 3(8), 6264.
3. Babayev, J. (2025). Language learning: audio-visual technique vs CLT. *Acta Globalis Humanitatis et Linguarum*, 2(1), 1014.
4. Begum, G. (2018). The contribution of audio-visual aids in the English language teaching (Master dissertation). Queen's University Belfast.
5. Richards, J. C., & Rodgers, T. S. (2014). *Language teaching methodologies and approaches* (3rd ed.). Cambridge University Press.
6. Sarkar, D. (2022). Educational aids audio-visual. *International Journal of Research and Analytical Reviews*, 9(1), 374378.
7. Singh, R. B. (2014). Effects of audio-visual instructions on the performance of students in English classrooms. *International Journal of Research in Humanities and Social Sciences*, 2 (6), 1 7.
8. Akram, U. (2020). The English Language the Role of Audio-Visual Aids in Teaching the English Language. *International Journal of Scientific Research*, 5(4) 119-125.

9. Bai, Y., & Liu, F. (2022). The effectiveness of multimedia material in the English classroom: A given consideration to listening and speaking skills. *Journal of English Language Teaching*, 45(3), 67-84.
10. Canning-Wilson, C. (1999). Application of pictorial images in EFL and ESL classrooms. *Beyond Budgeting Round Table*, Middle East, Higher Colleges of Technology, Centre of Excellence in Research and Training, Abu Dhabi, 1-11.
11. Chandler, P., & Sweller, J. (1991). The format of instruction and cognitive load theory. *Cognition and Instruction*, 8(4), 293-332.
12. Darti, & Asmawati, A. (2017). Examining the challenges of students related to listening comprehension. *ETERNAL (English, Teaching, Learning and Research Journal)*, 3(2), 206-220.
13. Demir, S. (2017). Oral language assessment: The connexion between oral listening, speaking, and self-efficacy. *Universal Journal of Educational Research*, 5(9), 1457-1467. doi.org/10.13189/ujer.2017.050903.
14. Dörnyei, Z. (1998). Motivation, self-confidence, group cohesion at the foreign language classroom. *Language Learning*, 44(3), 417-448.
15. Farooqui, U. A. (2020). Significance of Teaching English by use of Audio-Visual Aids. *Language Teaching Journal*, 10(3), 45-56.
16. Gilmore, A. (2007). Authenticity and materials in the learning of a foreign language. *Language Teaching*, 40(2), 97-118.
17. Howatt, A. P. R. (1984). *Histories of the English Language Teaching*. Oxford: Oxford University Press.
18. Krashen, S. D. (1981). *Second language acquisition and second language learning*. Oxford, England: Pergamon.
19. Laiya, H., & Asmawati, A. (2022). The use of podcasts in English language classes: The opportunity to learn language. *Journal of language and communication studies*, 12(2), 101-118.
20. Litz, D. R. A. (2005). ELT management and textbook assessment South Korean case study. *Asian EFL Journal*, 7(2), 1-53.
21. McDonough, J., & Shaw, C. (2003). *ELT materials and methods: a teacher guide*. Blackwell.
22. Otte, J. L. (2006). The real language, real people: A case study, descriptive and investigative, of the consequences of aural authentic texts on understanding listening. Loyola University, Chicago.
23. Richards, J. C., & Rodgers, T. S. (2014). *The Methods and Approaches to Language Teaching* (3 rd ed.). Cambridge University Press.

24. Sweller, J. (1988). During problem solving: Cognitive load and its effects on learning. *Cognitive Science*, 12(2), 257-285.
25. Widdowson, H. G. (1978). *Language as Communication*. Oxford University Press.
26. Yaqoob, H. M. A. (2015). Constraints faced by teachers in conducting CLT based activities at secondary school level in rural Pakistan. *Educational Research International*, 4(2), 109-118.