

Title: The Attitudes of English Language Teachers towards the Effect of Using Audio-visual Materials on Students' Language Achievements.

1. Researcher: Idris Ahmed Eltayib Arbab.*

2. Supervisor: Dr. Nada Sid Ahmed Eljack

Sudan University of Science and Technology- College of Graduate Studies

Abstract

The researcher noticed that the majority of English language teachers do not use audio-visual materials in classrooms, and this can be due to financial reasons or lack of technical knowledge of using these materials. Anyhow, the researcher wanted to know the attitudes of those teachers towards the effect of using the audio-visual materials, in classrooms, on students' language achievements. The objectives of this study, in addition to the investigation of teachers' attitudes towards the effect of the use of audio-visual materials on students' language achievements, were to know if students' perceptions towards the use of audio-visual materials can facilitate their learning and to what extent can these materials motivate students for effective participation in classrooms. The researcher used, in the methodology of this study, a questionnaire as one of the important tools to collect data about teachers' attitudes towards the use of audio-visual materials and their effect on students' language achievements, in addition to investigate the effect of students' perceptions, about the use of these materials, on facilitating their language learning. This study investigated the attitudes of English language teachers towards the effect of using audio-visual materials on students' language achievements at the secondary level at Sharq Al-Jazeera Locality. English language teachers, at the locality, responded to the questionnaire which was plotted as one of the important tools to collect data concerning the attitudes and views of those teachers towards the effect of using

audio-visual materials on students' language achievements in the secondary level. The SPSS analysis of the questionnaire affirmed the positive effect of the use of audio-visual materials on students' language achievements, in addition to their role in motivating students for effective learning, and facilitating learning process and saving teachers' time for more fruitful practice and students' level assessment. The study, also, asserted that English language teachers have positive attitudes towards using audio-visual materials in teaching EFL. The study recommends English language teachers to implement audio-visual materials in classrooms so as to enhance teaching and facilitate learning. The SPSS analysis showed that the calculated values of Chi-square of hypothesis (1), hypothesis (2) and hypothesis (3) were (562.93), (294.19) and (620.22) respectively, with significant value (0.00) which was less than the level of p-value (5%), for the three hypotheses, and these refer to the existence of differences statistically for the benefit of each hypothesis.

مستخلص الدراسة

لاحظ الباحث أن معظم معلمي اللغة الانجليزية لا يستخدمون الوسائل السمعية و البصرية في الفصول الدراسية، و قد يكون ذلك لأسباب مادية أو لغياب المعرفة الفنية باستخدام تلك الوسائل. على كل حال، أراد الباحث معرفة اتجاهات أولئك المعلمين نحو تأثير استخدام الوسائل السمعية و البصرية، في الفصول الدراسية، **بغية** التحصيل اللغوي للطلاب. كانت أهداف هذه الدراسة، بالإضافة لتقصي اتجاهات المعلمين نحو تأثير استخدام الوسائل السمعية و البصرية على التحصيل اللغوي للطلاب، معرفة أهمية ادراك الطلاب لاستخدام الوسائل السمعية و البصرية لتسهيل تعلمهم، و الى أي مدى يمكن لهذه الوسائل تحفيز الطلاب لمشاركة فعالة في الفصول الدراسية. والطريقة التي استخدمها الباحث، في هذه الدراسة، كانت الاستبانة كأداة مهمة لجمع البيانات عن اتجاهات المعلمين نحو استخدام الوسائل السمعية و البصرية في الفصول الدراسية، و أثرها على التحصيل اللغوي للطلاب، بالإضافة لتقصي أهمية ادراك الطلاب لاستخدام هذه الوسائل على تسهيل تعلمهم. قامت هذه الدراسة بتقصي اتجاهات معلمي اللغة الإنجليزية نحو تأثير استخدام الوسائل السمعية و البصرية على التحصيل اللغوي للطلاب في المرحلة الثانوية، محليّة شرق الجزيرة. قام معلمو اللغة الإنجليزية، في المحليّة بالإجابة **عن** أسئلة الاستبانة التي صُممت كأداة لجمع البيانات الخاصّة بمعرفة اتجاهات وآراء المعلمين، نحو تأثير استخدام الوسائل السمعية و البصرية على التحصيل اللغوي للطلاب في المرحلة الثانوية. وأكد التحليل الإحصائي للاستبانة، التأثير الإيجابي لاستخدام الوسائل السمعية و البصرية على التحصيل اللغوي للطلاب، بالإضافة لدور هذه

الوسائل في تحفيز الطلاب للتعلم الفعال، وتسهيل عملية التعليم، وتوفير زمن المعلم، للمزيد من التطبيقات المثمرة، ولتقييم مستويات الطلاب. كما أكدت الدراسة، أيضاً على أن لمعلمي اللغة الإنجليزية اتجاهات إيجابية نحو استخدام الوسائل السمعية والبصرية في تدريس اللغة الإنجليزية كلغة أجنبية. وأوصت الدراسة معلمي اللغة الإنجليزية بتطبيق واستخدام الوسائل السمعية والبصرية في الفصول الدراسية، من أجل تسهيل عملية التدريس، وفي تفعيل عملية التعلم. أوضح التحليل الاحصائي أن قيم مربع كاي للفرضية (1)، الفرضية (2) و الفرضية (3) هي (562.93)، (294.19) و (620.22) على الترتيب، بقيمة معنوية (0.00) و هي أقل من القيمة الاحتمالية (5%) للفرضيات الثلاث، وهذا يعني أنه توجد فروق ذات دلالة احصائية لمصلحة كل فرضية.

Key words: Instruction – Technology – Training – Assessment

Introduction

There are many previous studies that investigate the importance of using audio-visual materials in classrooms, and their effect on students' achievements; but they do not investigate teachers' attitudes about the effect of the use of these materials on learners' language achievements. So, there is a gap in this domain, and the researcher tries to bridge this gap by conducting this study.

This study investigates the effect of using audio-visual materials on students' achievements in the field of language learning, and aims to discover the positive attitudes of English language teachers towards the use of audio-visual materials in classrooms, in order to accelerate teaching process and to enhance learning for better language achievements.

From the researcher's long experience as an English teacher, it is noticed that many teachers do not use audio-visual materials in their instruction in classrooms. So, the researcher has tried to shed light on this point, regarding the teachers' attitudes towards the use of these audio-visual materials in their instruction in classrooms.

Theoretical Background

Many researchers assert that the attitudes of English language teachers can influence students' achievements and success at language learning, and that these attitudes of teachers are essential for instruction and delivery of the lessons with the aid of the audio-vi-

sual materials. They agree that teachers should assume that their students are capable of mastering the language, and by this positive attitude, learners of language can perform well and, they will develop teaching and learning processes towards better language achievements (Rosenthal and Jacobsen 1968, Philip and Smith 1970 and Fishbein 1975). More researchers agree that English language teachers should use technology and develop audio-visual materials, and they should put into consideration their positive attitudes towards the success of their students and they add that teachers should be dynamic in using variety of techniques and they should develop flexible attitudes in order to improve learners' performance and to reach the desired results and the better achievements. This will lead language teachers to innovate suitable audio-visual materials and multimedia to be implemented effectively in classrooms, so as to motivate and activate students for better performance (Allen and Valette 1977, Borich 1999, and Mayer and Moreno 2002). Other researchers conclude that English language teachers should attend training sessions and practical programs under guidance of experts in this field, and they should use audio-visual materials so as to motivate students for effective interaction and full participation. The use of audio-visual materials in instruction, assessment and evaluation of students' achievements is very essential, in addition to the role of the positive attitudes and motivation (Hunter 1998, Lightbown and Spada 1993, and Harris and Bell 1986).

So, when we consider these mentioned facts about the effect of teachers' attitudes on language achievements, the researcher notices that there are many relevant researches in this field that give significant findings and conclusions. Many researchers conduct researches and studies and reach significant findings which are that teachers' performance will be satisfactory when using multimedia and audio-visual materials in classrooms, and teachers do not have enough training sessions, in addition to that many teachers lack the positive attitudes towards the use of audio-visual materials in order to facilitate the efficiency of language learning.

The conclusions of these studies are that English language teachers should develop positive attitudes towards the implementation of teaching technology and audio-visual materials in classrooms, and they should attend and participate in continuous training sessions in this field (Hamad 2014, Satti 2014, Mohammad 2015 and Sulieman 2017).

The approach adopted to solve the problem of this study was the field survey and the analytical approach within English language teachers. This field survey was conducted by distributing a questionnaire for English language teachers. And after the teachers had responded to the distributed questionnaires, they were collected by the researcher himself. The collected papers were subjected to SPSS analysis so as to withdraw the probable results of the study.

The hypotheses of the study are:

1. English language teachers have positive attitudes towards using audio-visual materials in teaching EFL students.
2. The use of audio-visual materials improves students' language achievements.
3. Knowledge of students' perceptions towards the use of audio-visual materials can facilitate EFL learning.

The objectives of this study are:

1. To discover and promote the teachers' attitudes towards using audio-visual materials in teaching EFL students.
2. To improve students' language achievements.
3. To know students' perceptions towards the use of audio-visual materials in EFL learning.

The rationale for this study is that the study can be of great significance and benefit for English language teachers, EFL learners and English language supervisors. English language teachers will practice using audio-visual materials which can facilitate teaching and learning processes. EFL learners will be motivated

to learn, and English language supervisors can innovate continuous training sessions for more teaching improvements and fruitful learning.

Materials and Methods

This study was conducted in the year 2020 at Sharq Al-Jazeera Locality in Al-Jazeera State. Since the objectives of the study were to investigate the teachers' attitudes towards the effectiveness of using audio-visual materials, in English language teaching, on students' language achievements and to know students' perceptions towards the use of AVMs in learning, the researcher used the questionnaire as one of the important tools in this field. The questionnaire was plotted for English language teachers, and it was addressed to answer the study questions, to achieve the objectives of the study and to test the hypotheses of the research.

The Population of the Questionnaire

The population of the questionnaire consists of all English language teachers in Al-Jazeera State. The state comprises seven localities. The researcher chooses Sharq Al-Jazeera Locality for this study to represent the whole state because the state is large and it is too difficult to cover all parts of it. So, the researcher chooses the teachers of Sharq Al-Jazeera to represent the other all teachers in the state to respond to the questionnaire. In addition to that all conditions in Sharq Al-jazeera locality are similar to the conditions in other localities.

The Sample Size of the Questionnaire

The sample size of the questionnaire consists of all English language teachers in Sharq Al-Jazeera Locality. The number of English language teachers in Sharq Al-Jazeera is 120, both males and females. The researcher chooses English language teachers in Sharq Al-Jazeera Locality, as a sample, in order to represent English language teachers in Al-Jazeera State because Al-Jazeera State is a very big state and it is too difficult to cover all its localities practically. The choice of Sharq Al-Jazeera to be a sample

because it is a big locality with suitable number of teachers, in addition to that it has similar conditions to the remaining localities in the state. The majority of English language teachers have long experience in the field of English language teaching. The age of most of them is over fifty years.

The researcher distributed ten copies of the questionnaire papers to ten English language teachers selected randomly from out of the sample. The teachers in this pilot study responded well and reflected the clarity and reliability of the questionnaire.

Questionnaire reliability

The questionnaire, after it was validated by a group of experts, was distributed by the researcher to a group of ten English language teachers selected randomly from outside the intended group of study. This pilot study reflected the reliability and objectivity of this tool to be used for collecting data in accurate manner.

Questionnaire validity

The questionnaire was validated by a group of experts in the field of ELT who suggested some valuable remarks about it. The researcher amended the questionnaire on the light of these remarks. The language experts who revised the questionnaire were Assistant Professors and Associate Professors in ELT from SUST. Thanks to those experts who were: Dr. Hillary, Dr. Muntasir Mubarak, and Dr. Al-Toum.

The following equations and table explain the reliability and validity of the questionnaire:

Cronbach's alpha method for the questionnaire: -

Where reliability was calculated using Cronach's alpha equation shown below:

$$\text{Reliability coefficient} = \frac{n}{n-1} * \frac{1 - \text{Total variations questions}}{\text{variation total grades}}$$

$$\text{Validity} = \sqrt{\frac{n}{n-1} * \frac{1 - \text{Total variations questions}}{\text{variation total grades}}}$$

Cronbach alpha coefficient = (0.75), a reliability coefficient which is high and it indicates the stability of the scale and the validity of the study.

Validity coefficient is the square root of the values of reliability coefficient, so the validity coefficient is (0.87), and this shows that there is a high sincerity of the scale and that is to the benefit of the study.

Cronbach's alpha method for the questionnaire

.No	Statement	Reliability	Validity
1	The use of audio-visual materials improves students' language achievements	0.69	0.83
2	Teachers have positive attitudes towards using audio-visual materials in teaching EFL students	0.77	0.88
3	The knowledge of the students' perceptions towards the use of audio-visual materials can facilitate EFL learning	0.67	0.82
Total		0.75	0.87

Source: IPM SPSS 24 package

The Procedures of Implementing the Questionnaire

The researcher distributed the questionnaire papers to English language teachers in Sharq Al-Jazeera Locality. The teachers responded to the questions of the questionnaire. The questionnaire comprises three hypotheses, and each hypothesis consists of five statements. Teachers responded to these statements by putting a tick in one selected scale out of the five scales which were: strongly agree, agree, neutral, disagree and strongly disagree. The researcher collected the questionnaire papers by himself. The collected papers were subjected to SPSS analysis so as to draw the probable findings and conclusion. The most challenges faced the researcher

were the large number of the sample teachers (120 teachers), and the difficulty of transport between the schools in the locality to distribute the papers of the questionnaire, and after responding to collect them.

Intervention

The researcher had plotted the questionnaire in a manner that when teachers responded to it, they could cover the survey of the intended information. This could be achieved because each statement had a correlation to each hypothesis as follow:

1. According to hypothesis one which says: English language teachers have positive attitudes towards using audio-visual materials in teaching EFL students:

Statement one reflects that when teachers have positive attitudes towards using audio-visual materials in teaching EFL, this usage can help them to deliver the lesson effectively.

Statement two clears that the application of audio-visual materials in the classrooms will save the teacher's time in teaching English language in addition to facilitate the assessment of students' achievements.

Statement three means that the use of audio-visual materials by effective teachers with positive attitudes can arouse students' interest and motivation towards the lessons for better participation in learning process.

Statement four affirms that the use of realia in the classroom can create an authentic environment for better language performance.

Statement five adds that using audio-visual materials will enhance students' mastery of the four language skills which are speaking, writing, listening and reading.

2. According to hypothesis two which says: The use of audio-visual materials improves students' language achievements:

Statement one says that learners can comprehend lexical items and new vocabulary by the use of visual materials such as flashcards, and by the use of real objects and filmstrips.

Statement two conveys that using cassette recordings of conversa-

tions will facilitate learning listening and speaking skills in classrooms.

Statement three affirms that the application of audio-visual materials in the classroom will give a correct model of pronunciation. Statement four shows the motivation students can receive, and the attraction of them to employ audio-visual materials in making the drills attractive for good performance in the classroom.

Statement five assures that the use of audio-visual materials in classrooms will enhance and facilitate students' language achievements.

3. According to hypothesis three which says: The knowledge of the students' perceptions towards the use of audio-visual materials can facilitate EFL learning.

Statement one sees that the use of audio-visual materials in classrooms can offer positive interaction between teachers and students. Statement two affirms that using audio-visual materials in the classroom will draw learners' attention towards better learning. Statement three adds that teaching by the use of such materials can improve students' critical and analytical thinking.

Statement four conveys that audio-visual materials helps students retain the concepts better for longer time.

Statement five reflects that using audio-visual materials will help students or learners organize their work in the classroom.

So, it is clear that, from the above explanation, the fifteen statements in the three hypotheses of the questionnaire relate to each other in an integration in a way that can offer the intended information that entailed to solve the problem of the study.

English language teachers had responded to the statements, in the questionnaire, by putting a tick in one appropriate alternative from the five given alternatives which are: strongly agree, agree, neutral, disagree and strongly disagree.

Questionnaire Analysis and Results:

The following tables summarizes the analysis of the questionnaire results:

Table (1): chi-square for hypothesis (1): Teachers have positive attitudes towards using audio-visual materials in teaching EFL students.

No	Phrases	Chi-square value	Df	.Sig	Median	Interpretation
1	Using audio-visual materials in teaching helps teachers deliver the lesson effectively	99.15	2	0.000	5.00	strongly agree
2	The application of audio-visual materials in the classroom save the teacher's time in teaching English language and assessment of students' achievements	72.20	2	0.000	5.00	strongly agree
3	The use of audio-visual materials arouses the students' interest towards the lessons	62.60	2	0.000	5.00	strongly agree
4	The use of regalia in the class can create an authentic environment for better language performance	80.86	3	0.000	4.00	Agree

No	Phrases	Chi-square value	Df	.Sig	Median	Interpretation
5	Using audio-visual materials enhances students' mastery of the four language skills, speaking, writing, listening and reading	40.95	2	0.000	4.00	Agree

Source: IPM SPSS 24 package

The above table interprets the results of chi-square for the five statements of the first hypothesis, for example, for statement one, the value of chi-square was (99.15) with significant value (0.00) which is lower than the p-value value (5%), and this is due to the statistical differences. So, the interpretation of the other statements will be in the same manner.

Table (2): chi-square for hypothesis (2): The use of audio-visual materials improves students' language achievements.

No	Phrases	Chi-square value	Df	.Sig	Median	Interpretation
1	The use of flash-cards, real objects and filmstrips helps the learners to comprehend lexical items and new vocabulary	86.70	1	0.000	5.00	strongly agree
2	Using cassette recordings of conversations facilitates learning listening and speaking skills	51.05	2	0.000	5.00	strongly agree
3	The application of audio-visual materials in the classroom can give a correct model of pronunciation	33.33	1	0.000	5.00	strongly agree
4	The use of audio-visual materials makes the drills attractive for the students towards good performance in the classroom	60.65	2	0.000	4.00	Agree
5	The use of audio-visual materials to convey meaning facilitate students' language achievements	34.35	2	0.000	5.00	strongly agree

Source: IPM SPSS 24 package

The above table interprets the chi-square for the five statements for the second hypothesis, for example for statement one, the value of

chi-square calculated to signify the differences among respondents is (86.70) with significant value (0.00) which is lower than the probable or p-value value (5%), and these refer to the existence of differences statistically. The interpretation of the other statements is in the same mode.

Table (3): chi-square for hypothesis (3): The knowledge of the students' perceptions towards the use of audio-visual materials can facilitate EFL learning.

No	Phrases	Chi-square value	df	.Sig	Median	Interpretation
1	The use of audio-visual materials can offer positive interaction between teachers and students	119.13	3	0.000	5.00	strongly agree
2	Using audio-visual materials in the classroom draws students' attention towards better learning	63.65	2	0.000	5.00	strongly agree
3	Teaching with audio-visual materials improves students' critical and analytical thinking	67.55	2	0.000	5.00	strongly agree
4	The use of audio-visual materials helps students retain the concepts better for longer time	40.55	2	0.000	5.00	strongly agree
5	Using audio-visual materials helps students organize their work in the classroom	118.05	2	0.000	5.00	strongly agree

Source: IPM SPSS 24 package

The above table interprets the five statements of the third hypothesis, for example, the value of chi-square was (119.13) with significant value (0.00) which is lower than the p-value (5%) because of the existence of differences statistically. So, the interpretation of the other statements will be in the same way.

Results and Discussion:

From the above tables, the analysis of the questionnaire affirms that most teachers respond, to the questionnaire questions', by choosing the scale or choice (strongly agree), and this is a clear indication for the agreement of all the respondents about the three hypotheses which are:

1. English language teachers have positive attitudes towards using audio-visual materials in teaching EFL students.
2. The use of audio-visual materials improves students' language achievements.
3. Knowledge of students' perceptions towards the use of audio-visual materials can facilitate EFL learning.

So, depending on the above mentioned results, the study reflects that the use of audio-visual materials in classrooms, improves students' language achievements, and English language teachers have positive attitudes towards using these audio-visual materials in teaching English language as a foreign language, in addition to that the knowledge of students' perceptions towards the use of audio-visual materials in classrooms can facilitate English language learning as a foreign language. These results assure and agree with the results that drawn from the previous researches or what was written by other authors in this field. For example, some researches affirm the importance of teachers' positive attitudes towards the implementation of audio-visual materials in classrooms, and their effect on students' achievements (Mayer 2002, Ellis 2008, Ari 2008 and Woolfolk 2007). Many theories reflect the importance of

using audio-visual materials in classrooms, such as the behaviorist approach in considering some concepts like repetition, assessment, feedback and consolidation. The method of teaching can, also, help selecting the appropriate audio-visual materials to be used in classroom (Goodwin 2005, Vikoo 2003, and Bush 2006).

So, these results can be of great importance to the practical side of teaching process and to enhance English language teachers develop their positive attitudes, with suitable exploitation and application of audio-visual materials in classrooms. Teachers will promote their instruction methods. English language supervisors will, also, plan for continuous developed training sessions. Future studies can be carried out in order to develop teaching and learning processes so as to enhance students' learning and to motivate them towards better language achievements.

Conclusions

The study concludes that the positive attitudes of English language teachers towards using audio-visual materials in classrooms are very important and essential in language learning. Learners' perceptions towards the use of audio-visual materials in classrooms, in accordance with teachers' positive attitudes, will result in students' language improvements for better achievements.

Recommendations

The study recommends English language teachers to develop positive attitudes towards the usage and the implementation of audio-visual materials in classrooms for effective lessons instruction and better students' language achievements. It, also, advices teachers to well exploitation of students' perceptions so as to enhance them learning the target language. It reminds the language teachers to promote the usage of audio-visual materials in teaching and to bring realia into classrooms for authentic learning environment towards better language achievements.

References

- (1) Allen, E. D. & Valette, R. M. (1977). *Classroom Techniques: Foreign Languages and ESL*. Harcourt Brace Jovanovich Inc.
- (2) Ari, R. (2008). *Educational psychology*. Ankara: Nobel.
- (3) Borich, G. D. (1999). *Observation Skills for Effective Teaching*. Prentice Hall Inc. New Jerse.
- (4) Bush, G. (2006). Learning about learning: from theories to trends. *Teacher Librarian*.
- (5) Ellis, R. (2008). *The Study of Second Language Acquisition*. Oxford: Oxford University Press.
- (6) Fishbein, M. & Ajzen, I. (1975). *Belief, attitude, intention, and behavior: An Introduction to Theory and Research, Reading*.
- (7) Goodwin, C. J. (2005). *A history of modern psychology*. Danvers, MA: John Wiley and Sons, Inc.
- (8) Hamad, A. A. (2014). *Efficiency of Using Technological Media in Developing the English Language Students' Grammatical Competence at Shendi University*. Unpublished thesis, SUST.
- (9) Harris, D. & Bell, C. (1986). *Evaluating and Assessing for Learning*. Kogan Page, London & Nicholas Publishing Company, New York.
- (10) Hunter, P. (1998). *Developing Education*. Paul Chapman Publishing Ltd. London.
- (11) Lightbown, P. & Spada, N. (1993). *How languages are learned*. Oxford University Press.
- (12) Mayer, R. E. (2002). *Multi-media learning: The psychology of learning and motivation*. San Diego, CA: Academic Press.
- (13) Mayer, R. & Moreno, R. (2002). *Aids to Computer-based Multimedia Learning and Instru*

- (14) Mohammed, K. M. (2015). *Using Audio-visual Aids to Enhance the Teaching of Short Stories at English Teaching Centers*. Unpublished thesis for MA Degree, SUST.
- (15) Philip, D. & Smith, A. (1970). *Comparison of the Cognitive and Audio-lingual Approaches to Foreign Language Instruction*. Philadelphia: Center for Curriculum Development
- (16) Rosenthal, R. & Jacobsen, L. (1968). *Pygmalion in the Classroom*. New York: Holt, Rinehart and Winston, Inc.
- (17) Satti, M. S. (2014). *Investigation of Lexical Errors and their Effect on University English Language Students' Written Performance*. Unpublished thesis for Ph.D. Degree, SUST.
- (18) Sulieman, M. A. (2017). *Investigating the Effect of Integrating Multi-media in Developing EFL Cognitive Learning*. Unpublished thesis for MA Degree.
- (19) Vikoo, B. (2003). *Learning Theories and Instructional Processes*. Port Harcourt: Spring Field Publishers.
- (20) Woolfolk, A. (2007). *Educational psychology*. USA: Pearson.
- (21) *Tel. +249121260264 email. Idresahmad1324@gmail.com
- (22) Place of work: Al-Jazeera State, Kamleen Locality, Al-gadeed Secondary School.