

The Effect of Using Audio-visual Materials on Students' Language Achievements

1. Researcher: Idris Ahmed Eltayib Arbab*

2. Supervisor: Dr. Nada Sid Ahmed El jack

Abstract

The researcher had noticed that students' language achievements were low, and he supposed that this can be due to the lack of using audio-visual materials, or to the insufficient usage of them in classrooms. So, the researcher decided to investigate the effect of the use of audio-visual materials in classrooms on students' language achievements as the problem of this study. The objectives of the study were to improve students' language achievements, to promote teachers' attitudes towards using audio-visual materials in teaching EFL students and to know students' perceptions towards the use of audio-visual materials in EFL learning. The methodology of this study was an experimental analytical approach depending on a pre-test, practical teaching and post-test. This study investigated the effect of the use of audio-visual materials on second year students' language achievements in secondary school level. The participants, in this study, were 60 male students of the age 15 and 16 years. These students represented two groups (30 students per group). These groups were group (A) which was the experimental group, and group (B) which was the control group. Both of the two groups were taught the same content of subjects in the same number of periods. The control group students received instruction in the traditional way, while the experimental group received instruction by using audio-visual materials. The SPSS analysis of the gained scores of marks of the two groups at the pre-test and the post-test indicated the positive effect of the use of audio-visual materials on students' language achievements. The most important findings of the study were that the use of technology and multimedia in addition to other different audio-visual materials helps

students comprehend lexical items and new vocabulary, and facilitates the learning of the four language skills, writing, reading, speaking and listening. These findings were consolidated by that the calculated value of the T-test for the pre-test was (2.454) with significant value (0.02) which was less than the p-value (0.05), and according to the post-test, the T-test was (6.127) with significant value (0.000) which was less than the p-value (0.05), and this was due to the differences between the numbers of individuals of the study and the statistical significance of these findings reflected the accuracy of standards to the benefit of the study. So, the study recommended that English language teachers should implement audio-visual materials and technology in classrooms towards better lessons instruction, and to enhance learning for best students' language achievements.

مستخلص الدراسة

لقد لاحظ الباحث تدني مستوى التحصيل اللغوي لدى الطلاب، وافترض أنّ ذلك التدنيّ ربما يكون نتيجة لانعدام استخدام الوسائل السمعية والبصرية في الفصول الدراسية او عدم كفاية استخدامها، لذلك قرّر الباحث تقصي تأثير استخدام الوسائل السمعية والبصرية في الفصول الدراسية على التحصيل اللغوي للطلّاب كمشكله لهذه الدراسة. كانت أهداف هذه الدراسة هي تحسين مستوى التحصيل اللغوي للطلاب، ترقية اتجاهات المعلمين نحو استخدام الوسائل السمعية والبصرية في تدريس اللغة الانجليزية كلغة أجنبية بالإضافة لمعرفة إدراك الطّلاب تجاه استخدام الوسائل السمعية والبصرية في تعلّم اللغة الإنجليزية كلغة أجنبية. اتّبع الباحث، في هذه الدراسة، الطريقة التجريبية الإحصائية التحليلية اعتماداً على أداء الطّلاب لامتحان قبلي، دراسة عملية ثمّ امتحان بعدي. قامت الدراسة بتقضي تأثير استخدام الوسائل السمعية والبصرية على التحصيل اللغوي لطلّاب الصّف الثاني بالمرحلة الثانوية. كان عدد المشاركين في هذه الدراسة (60 طالباً)، كلهم ذكور تتراوح أعمارهم بين (15 و16) عاماً. مثّل هؤلاء الطّلاب مجموعتين (30 طالباً لكل مجموعة)، هما المجموعة (أ) والمجموعة (ب). المجموعة (أ) هي المجموعة الاختبارية، والمجموعة (ب) هي المجموعة الحاكمة. خضعت المجموعتان لدراسة نفس محتوى المادة ولنفس الفترة الزمنية من حيث عدد الحصص. تمّ تدريس طّلاب المجموعة الحاكمة بالطريقة التقليدية، بينما تمّ تدريس طّلاب المجموعة الاختبارية باستخدام الوسائل السمعية والبصرية. أظهر التحليل الإحصائي للدرجات المتحصلة للمجموعتين، في الاختبار القبلي والاختبار البعدي، التأثير الإيجابي لاستخدام الوسائل السمعية والبصرية على التحصيل اللغوي للطلّاب. كانت أهم مخرجات الدراسة هي أنّ استخدام التكنولوجيا والوسائط المتعددة بالإضافة لأنواع الأخرى من الوسائل السمعية والبصرية تساعد الطّلاب على فهم معاني المفردات، والحصيلة اللغوية الجديدة، وتسهيل دراسة

مهارات اللغة الأربعة، الكتابة، القراءة، التحدث والاستماع. تمّ تعزيز هذه المخرجات بأن قيمة اختبار (ت) للاختبار القبلي كانت (2.454) بقيمة معنوية (0.02) وهي أقل من القيمة الاحتمالية (0.05)، وبالنسبة للاختبار البعدي، كانت قيمة اختبار (ت) هي (6.127) بقيمة معنوية (0.00)، وهي أقل من القيمة الاحتمالية (0.05)، ويرجع ذلك لوجود فروق معنوية بين أعداد الأفراد في الدراسة، والأهمية الإحصائية لهذه المخرجات هي الدلالة على دقة وتطابق المعايير لمصلحة الدراسة. وعليه، أوصت الدراسة معلّمي اللغة الانجليزية بأهمية استخدام الوسائل السمعية والبصرية والتكنولوجيا في الفصول الدراسية من أجل تدريس أفضل، وتشجيع التعلّم نحو تحصيل لغوي أفضل للطلاب.

.Key words: Instruction – Assessment – Attitudes

Introduction

Since English language is the most important language in the world, the researcher tends, by this study, to investigate the effect of using audio-visual materials on students' language achievements, and to ensure maximum benefit in teaching English language as a foreign language. English language teachers must exert great efforts to promote their instruction in classrooms by the fruitful implementation of audio-visual materials and by relating these materials to the known learning theories and teaching methods. From the researcher's long experience as an English language teacher, it was noticed that many teachers do not use audio-visual materials in their classrooms, and if some of them use these materials, they use them in traditional undeveloped ways. The researcher tends to reflect the importance of the implementation of audio-visual materials in classrooms, so as to support learning and to provide students with an exposure to authentic language. Moreover, he wants to motivate learners for better language achievements.

Theoretical Background

There are many relevant previous researches in this field. These studies agree about the importance of using audio-visual materials in classrooms. It is noticed that most teachers in secondary schools in Sudan do not use audio-visual materials and technology in their instruction. Teachers may lack the positive attitudes towards the use of audio-visual materials in classrooms for better language achievements. This defect creates a gap in the teaching process,

and affects learning and students' achievements. So, the researcher conducts this study trying to bridge this gap. (Ibrahim 2017, Ali 2017 and Meriem 2015) investigate the effect of using multimedia and different audio-visual materials on students' language achievements. They reach significant findings such as that the implementation of technology in classrooms facilitates learning and enhances teachers to motivate learners for learning and to save teachers' time. More researchers agree that audio materials like radios and recordings help teachers instruct their lessons and expose learners to authentic situations of learning. The visual materials such as drawings, charts, filmstrips and projectors motivate students and attract them to follow the lessons and to participate effectively in classrooms. The implementation of audio-visual materials in the process of teaching encourages students participate effectively and save teachers' time and spare it for practice and solution of drills for assessment. Researchers conclude that English language teachers should exploit and implement audio-visual materials and technology in classrooms for their instruction of language. They state that teachers should encourage their students to share them preparing these materials in order to develop self-confidence and more interaction towards fruitful learning and better language achievements (McNaught 2007, Downes 1980, Stack 1971, Nelson 1969, Kinder 1959, Sabrina 2015 and Dale 1969).

The approach adopted to solve this problem was the experimental and analytical approach. The experimental approach was the practical side of teaching by using audio-visual materials with students inside classroom, and the analytical side depended on subjecting the acquired data by the use of the tools to analysis so as to draw the probable results.

Hypotheses of this study are

1. The use of audio-visual materials improves students' language achievements.
2. Using audio-visual materials saves time for more language practice by students.

3. Knowledge of students' perceptions towards the use of audio-visual materials can facilitate EFL learning.

The objectives of this study are

1. To improve students' language achievements
2. To save time for more language practice by students..
3. To know students' perceptions towards the use of audio-visual materials in EFL learning.

The rationale for this study is that this 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 facilitate teaching and learning. EFL learners will be more motivated to learn and English language supervisors can innovate continuous training sessions for more teaching improvement and fruitful learning.

Materials and Methods

This study took place in the year 2020 at Sharq Al-Jazeera locality, Al-Jazeera State. The study was conducted in Obai Ibn Ka'ab Secondary School second Year level.

Since the objective of the study is to investigate the effectiveness of using audio-visual materials in English language teaching on students' language achievements, the researcher used the experimental analytical approach which was addressed to answer the study questions, and to achieve the objectives of the study.

The population of the test

The population of the test consists of all students at secondary level in Al-Jazeera State. The researcher chooses Sharq Al-Jazeera Locality to represent the population in the state because it is a big locality in addition to that all conditions and learning environments in all the other localities of Al- Jazeera State are similar.

The Sample Size of the Test

The sample size of the test comprises of students at second year at secondary level at Obai Ibn Ka'ab secondary school in Sharq Al-Jazeera Locality. The sample consists of two classes; an experimental class and a control class. The number of students in

each class is 30 students. The students in the school are all males, their age is about fifteen years old. The students' background about English language is that they have studied the SPINE series. They have studied English language as a foreign language through SPINE one, SPINE two, SPINE three, SPINE four and now SPINE five at this second year at secondary level. Each group of the two classes, experimental and control, is given two tests: a pre-test and a post-test.

Reliability and validity of the test:

The researcher has administered the pre-test and post-test for ten students selected randomly from outside the intended sample. The students responded to the test by solving it in the time allocated for it. By marking the test papers, the researcher immediately assured its suitability for the study

Table (1) Cronbach's alpha method for the pre-test

.No	Questions	Control		Experimental	
		Reliability	Validity	Reliability	Validity
1	q1	0.77	0.88	0.78	0.88
2	q2	0.76	0.87	0.80	0.89
Total		0.77	0.88	0.79	0.89

Source: IPM SPSS 24 package

Table (2) Cronbach's alpha method for the post-test

.No	Questions	Control		Experimental	
		Reliability	Validity	reliability	Validity
1	q1	0.80	0.89	0.82	0.91
2	q2	0.81	0.90	0.83	0.91
Total		0.81	0.90	0.83	0.91

Source: IPM SPSS 24 package

The reliability and validity of the test from the above tables:

From the above tables, it is clear that, generally, Cronbach al-

pha coefficient of the control-group and the post-group for the pre-test and for the post-test shows a value that indicates high reliability coefficient. This value indicates the stability of the scale and hence the reliability of the study. For example, when we consider Cronbach alpha coefficient for the pre-test of the control group, we found it equals (0.77), and this is high reliability coefficient, and it indicates the stability of the scale and the reliability of the study in this case.

Once the coefficient is the square root of the reliability, so validity coefficient, from the tales, is a specific value. This specific value shows that there is a high sincerity of the scale. This high sincerity is to the benefit of the study. For example, in this mentioned case, the validity coefficient is the square root of reliability which is 0.77, so its value is 0.88. This value shows that there is a high sincerity of the scale, and that is to the benefit of the study.

So, when we apply this criteria to all other cases, the result will be always in the same manner. It affirms the reliability and validity of the test as a tool to collect data in the study.

English language experts from SUST- who are Assistant Professors and Associate Professors- have checked the pre-test and the post-test, and suitable amendments were done. The procedures of implementing the test were as follows: There were two groups of second year students, group (A) which was an experimental group, and group (B) which was a control group. The number of students was 30 students per group. At first, the researcher had given group (A) and group (B) the same pre-test, at the same time allocated for the test. The researcher marked the test papers by himself and registered students' scores in lists. After that, group (A) was taught for 24 hours in eight weeks by the use of audio-visual materials, while group (B) was taught for the same period but in the traditional way. The two groups were taught by the researcher himself. At the end of this period, the two groups sat for the same post-test at the same time allocated for the post-test. The researcher marked the test papers himself, and registered the scores of students in lists.

The scores of students' marks were subjected to SPSS analysis to withdraw the probable results, findings and conclusion.

The researcher was faced by many challenges during the administration of these procedures. The first challenge was the fairness of administration of the pre-test and the post-test. The researcher tackled this challenge by offering students, of the two groups, the same test at the same time allocated for the test. The second challenge was that the instruction of lessons should be on the same period of duration. The researcher solved this problem by plotting general timetable to be identical, for the two groups, and it consisted of the same lessons from SPINE 5 in the same order and sequence with the same content of subjects, within the allocated duration of teaching which was (24) hours, within eight weeks. The third challenge was adjusting the intended experiment accurately and that was to implement the audio-visual materials in teaching group (A) and not group (B). The researcher had considered this issue by planning for the lessons with mentioning the suitable audio-visual materials for teaching group (A) as an experimental group, whereas planning lessons for teaching group (B), as a control group, in the traditional way.

Intervention:

The researcher had taught the students of group (A) which was the experimental group, with using audio-visual materials. The teaching was within eight weeks. In each week the periods were of three hours.

Here is a summary of what the teacher had taught within these three weeks. In the first week, the researcher taught the students lessons on the subjects: working with words, meanings, words endings and plurals of nouns. All the topics were in SPINE 5 and concentrated on teaching vocabulary. That was in the first period or hour in the first week. The audio-visual materials used were posters and colored chalk. In the second period the topics were the past perfect tense, the past simple and comparison between these two tenses. The audio-visual methods used in this period were re-

corded comparison displayed on a screen by using a projector and laptop, in addition to written posters of the rules of the two tenses and the comparison between them. In the third period, the topics taught were about writing skill. In pupil's book 5 there was an article about writing. Students were asked to write a newspaper article and to write a letter to their local health authorities complaining about environmental pollution. The audio-visual materials used in this period were pupil's book 5 and poster with new vocabulary to be explained.

In the second week, the teacher taught the students, in the first period, a topic about reading entitled 'Mass Media'. The audio-visual materials used in this lesson were realia, flashcards to present new lexical items in addition to pupil's book 5. In the second period, reading dialogues and conversations prepared as supplementary materials. The audio-visual materials used were recorded dialogues and conversations as models to be practiced by students, by the usage of cassette recorders. In the third period, the subject was reading and the topic was practicing a dialogue entitled 'A Girl of 14 Wins First Prize'. The audio-visual materials used were changing the dialogue into power point, and displaying it on a screen by using a projector connected with the laptop.

In the third week, and in the first period of it, students were taught phrasal verbs, and the usage of words beginning with 'wh' such as where, which, whom and which. The used audio-visual materials were a table drawn on a poster to show examples of some phrasal verbs and their meanings in addition to pupil's textbook 5 for reading the passage on page 103. In the second period the lesson was grammar and structural use to explain the difference between the past perfect simple and the past perfect continuous. In the third period the topic was about writing summary. The students were given a passage about 'advertising. The teacher had explained the meaning of the new words. Students were asked to read the passage, and then to write a summary in not more than thirty words about the main kinds of advertising included in the

passage. The audio-visual materials used were SPINE 5 textbook, and a mobile phone to explain the correct pronunciation of these recorded words. That was in addition to some realia to explain meaning of some new words.

In the fourth week, and in the first period students were taught the subject reading and the topic was entitled 'Wildlife in the Sudan'. The teacher used in this lesson audio-visual materials like simple drawings pupil's textbook 5. In the second period it was reading (2), about the topic 'Endangered Species'. The audio-visual materials were drawings and pictures of some animals on posters so as to new words in the passage. In the third period students were given revision of what was learned in the three previous weeks. The used audio-visual materials were a collection of materials such as cassette recordings, projected supplementary materials, projected videos and some realia.

In the fifth week, students were taught in the first period a topic about the phrasal verbs and their usage. The used audio-visual materials were written tables on posters to show examples of phrasal verbs, meanings and usage. In the second period students were taught a topic about 'spelling practice'. The rules were written on posters with some examples of words spelling. The third period was about grammar and the topic was past and present continuous. The used audio-visual materials were projected materials on screen to compare between these two tenses, and written rules on poster papers for the two types of tenses.

In the sixth week the teacher taught students, in the first period, reading from SPINE 5, practicing of reading and guessing meaning of new words. The used audio-visual materials were the textbook of SPINE 5 and written list of vocabulary to ask students about their meanings. In the second period, students were taught a topic entitled 'Working with Words' to explain some prefixes. The used audio-visual materials were the textbook and colored chalk to explain using certain prefixes. In the third period, students were taught grammar. The topic was about the future simple tense and

future continuous. The teacher implemented supplementary materials by using the projector to display recorded lessons of future tenses so as to differentiate between them and their usage.

In the seventh week, learners were taught in the first period a reading lesson. Its title was 'Satellites and Computers'. The used audio-visual materials were drawings and pictures of satellites, computers, T.V. and receivers. In the second period there was a revision about punctuation and revising its marks in addition to their usage. There was a passage on a mobile blackboard with explaining the punctuation marks by using colored chalk. The third period was about revision of some previous vocabulary and discussion of words meaning. The used audio-visual materials were realia, simple drawings, pictures, clearing examples and usage of affixes.

In the eighth week students were taught in the first period a listening subject. The teacher brought into the classroom recorded speech and dialogues by native speakers taken from the net. This speech was repeated many times, and students were given questions to answer them and to give feedback. The audio-visual materials used were mobile phones, and recorded small passages. In the second period learners were taught how to write a composition on the subject 'A picnic with your friends'. The teacher gave students guide words and phrases to use in their writing. The used material was the textbook of SPINE 5 to read some related passages to the subject of the composition. In the third period there was a general revision of all kinds of language skills which are writing, reading, speaking and listening. The selected audio-visual materials were realia, recordings, drawings, pictures, laptop and a projector.

It is noticed that during the teaching by using audio-visual materials in classrooms, students' reactions towards this implementation of such materials were very high. The using of various methods of teaching by these different audio-visual materials caused distinctive motivation for students towards language learning. Learners had, also, developed positive attitudes towards learning

by using audio-visual materials in integration with various techniques of teaching. All these ways of teaching had facilitated language learning and saved time to do more practice. The using of audio-visual materials, within these eight weeks, had organized students' behaviors during lessons, and enhanced language learning towards better language achievements.

Analysis Results and Discussion

The following tables illustrates the results of analysis of the scores of students at the pre-test and the post-test

Table (3) T-Test Result Showing Group Means of the Pre-Test

Valid	Mean	Std. Deviation	T	Df	Sig. ((2-tailed	Scale
Experiment	28.00	5.477	2.454	29	0.02	Significant
Control	24.23	6.061				

Source: IPM SPSS 24 package

The value of (T) test calculated to signify the differences between the numbers of individuals of the study for the hypothesis was (2.454) with significant value (0.02) which is less than the level of p-value (0.05). This refers to the existence of differences statistically for the groups to the benefit of the hypotheses.

Table (4) T-Test Result Showing Group Means of the Post-Test

Valid	Mean	Std. Deviation	T	Df	Sig. ((2-tailed	Scale
Experiment	38.43	7.592	6.127	29	0.00	Significant
Control	24.63	8.356				

Source: IPM SPSS 24 package

The value of (T) test calculated to signify the differences between the numbers of individuals of the study for the hypothesis

was (6.127) with significant value (0.000) which is less than the level of p-value (0.05). This refers to the existence of differences statistically for the groups to the benefit of the hypotheses.

The above tables of t-test results show the calculated mean of the control group in the pre-test is

(24.23), and in the post-test is (24.63) to indicate that there is slight improvement in students' achievements; whereas the calculated mean of the experimental group is (28.00) in the pre-test and (38.43) in the post-test to indicate that there is much more improvement in students' language achievements, and this result affirms that the use of audio-visual materials in classrooms improves students' language achievements. The previous studies and researches state that when English language teachers possess the positive attitudes towards the use of audio-visual materials in classrooms, students' achievements will improve; and this fact is fulfilled by the noticed and affirmed improvement mentioned above. So, it is clear that English language teachers have positive attitudes towards using audio-visual materials in classrooms and in teaching English language as a foreign language (Rosenthal & Jacobsen 1968, Philip & Smith 1970, Fishbein & Ajzen 1975). The previous studies, also, convey the importance and significance of many concepts such as motivation, assessment and reinforcement in the field of learning (Hunter 1998, Lightbown & Spada 1993). In addition to some learning theories like behaviorist approach which makes students benefit from repetition, assessment, feedback and reinforcement when using technology, for instance,

in practice and drills as a result of stimulus and response (Naughton & Williams 2004). So, the knowledge of students' perceptions towards the use of audio-visual materials in classrooms will facilitate learning English language as a foreign language.

It is clear that these results agree with the previous studies in the domain of teaching and learning (Ali 2017, Meriem 2015). The researcher sees that this study can be a base for further studies in the future, and can be beneficial for all those who work in the field of teaching and learning towards better students' language achievements.

Conclusions

The study concludes that the usage of audio-visual materials during instruction of lessons, by teachers in classrooms, will facilitate the teaching process. This usage, also, saves teachers' time for more practice. This implementation of audio-visual materials will motivate learners for more participation and fruitful interaction. Students' perceptions and teachers' positive attitudes towards using audio-visual materials in classrooms enhances learning, and improves students' language achievements.

Recommendations

The study recommends English language teachers to use audio-visual materials in classrooms so as to motivate learners towards better participation and best language achievements. It directs teachers to possess positive attitudes towards the usage of audio-visual materials while instructing their lessons. It, also, advices for improving students' perceptions for better language achievements.

References:

- (1) Ali, A. A. (2017). *The Impact of Modern Technology on Teaching and Learning English as a foreign Language*. Unpublished thesis for Ph.D. Degree in ELT, SUST.
- (2) Dale, E. (1969). *Audiovisual Methods in Teaching*. The Dryden Press Inc. USA.
- (3) Downes, P. (1980). *A multi-media approach to language teaching*. Britain.
- (4) Fishbein, M. & Ajzen, I. (1975). *Belief, attitude, intention and behavior*. An Introduction to Theory and Research, Reading.
- (5) Hunter, P. (1998). *Developing Education*. Paul Chapman Publishing Ltd. London.
- (6) Ibrahim, A. A. (2017). *Investigating the Effect of Using Audio-visual Aids on Teaching English at Basic Level*. Unpublished thesis for Ph.D. Degree in ELT, SUST.
- (7) Kinder, J. S. (1959). *Audio-visual Materials and Techniques*. American Book Company.
- (8) Lightbown, P, & Spada, N. (1993). *How languages are learned*. Oxford University Press.
- (9) McNaught, A. (2007). *Moving Images and Sound: Inclusive and Accessible Moving Images*. Knowledge and Access, London.
- (10) Meriem, M. (2015). *The Role of Audio-visual Aids in Enhancing EFL Students' Speaking Skill*. Unpublished dissertation for MA Degree, Kheider University, Algeria.
- (11) Naughton & Williams (2004). *Techniques for teaching young children*. Pearson Education, Australia.
- (12) Nelson, J. (1969). *Using Radio to Develop and*

Maintain Competence in a foreign Language.

- (13) Philip, D. & Smith, A. (1970). *Comparison of the Cognitive and Audio-lingual Approaches to Foreign Language Instruction*. Philadelphia: Center for Curriculum Development.
- (14) Rosenthal, R. & Jacobsen, L. (1968). *Pygmalion in the Classroom*. New York: Holt, Rinehart & Winston, Inc.
- (15) Sabrina, M. M. (2015). *Effects of Audio-visual Aids on Teaching English Active Vocabulary to EFL*. Unpublished dissertation for Master Degree, Kheider University of Biskra, Algeria.
- (16) Stack, E. M. (1971). *The Language Laboratory and Modern Language Teaching*. North Carolina State University. Oxford University Press.