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## **АУДИОВИЗУАЛЬНЫЕ МАТЕРИАЛЫ НА ЗАНЯТИЯХ ЯЗЫКАМИ: НАСКОЛЬКО ЭФФЕКТИВНЫ В ПРОЦЕССЕ ОБУЧЕНИЯ**

Настоящей и конечной целью образования является всестороннее развитие личности и создание силы оправдания. Универсальная истина заключается в том, что образование является лишь ключевым фактором развития общества и нации. Поэтому весь процесс воспитания должен быть легким и эффективным во всех смыслах. Педагоги, социологи и исследователи изобрели ряд методов и материалов, чтобы сделать процесс обучения легким и эффективным; поскольку традиционные устные инструкции могут быть скучными и болезненными для учащихся. Но наиболее распространенными вещами, которые делают процесс преподавания-обучения легким, эффективным и интересным и обеспечивают внутреннюю мотивацию учащихся, пробуждая их любопытство и стимулируя их интерес к предметам, является использование в этом процессе аудиовизуальных средств. Настоящее исследование является искренней попыткой ознакомиться с эффективностью аудиовизуальных средств в процессе обучения. Выборку составили 20 учителей и 100 учащихся 10-х государственных средних общеобразовательных школ столицы мужского и женского пола. Преподаватели и студенты были разделены на экспериментальную и контрольную группы. Самодельные вопросники использовались для сбора соответствующих данных, и было обнаружено, что эффективность аудиовизуальных средств была значительной в процессе обучения.

**Ключевые слова:** - эффективность, звуковое пособие, наглядные пособия, аудиовизуальные средства.

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## **AUDIO-VISUAL MATERIALS IN LANGUAGE CLASSES: HOW EFFECTIVE IN TEACHING - LEARNING PROCESS**

The real and ultimate aim of education is all round development of the individual and to create the power of justification. It is universal truth that education is the merely key factor in the development of society and a nation. Therefore, the whole process of education should be easy and effective in all the senses. The educationists, sociologists and researchers have invented a number of methods and materials to make the teaching-learning process easy and effective; as traditional verbal instructions can be boring and painful for students. But the most accepted things which make the teaching-learning process easy, effective and interesting and provides intrinsic motivation to students by peaking their curiosity and stimulating their interests in the subjects that is use of audio-visual aids in this process. The present investigation is a sincere attempt to be acquainted with the effectiveness of audio –visual aids in the process of teaching learning. Twenty teachers and one hundred students of 10th both male and female of government senior secondary schools of capital city comprised the sample. The teachers and students were categorized as experimental and control groups. The self- made questionnaires were used to collect the pertinent data and it was found that the effectiveness of audio-visual aids were significant in teaching-learning process.

**Key words:** - effectiveness, audio aid, visual aids, audio-visual aids

### **Introduction**

Teaching is a complex process, which aims to bring a positive change in the behaviour of the learner; it is possible when the teaching would be result-oriented, easy, effective and interesting. There are so many models; methods and technique existing to make teaching process effective for best learning outcomes. Rao (2006) stated that now-a days , teaching became a complex process due to the age of science and technology which has enter the field of education to make it accessible. The classroom is to be just like the laboratory where different hardware and software are used to teach the students; undoubtedly, audio-visual aids are devices/technique that is used in the classroom to

encourage learning. It is integrated process of teaching. Lestage (2009) integrating technology in to the classroom begins when a teacher prepare lessons that use technology in meaningful and relevant ways. Use of audio-visual aids gives scope for innovative and creative practices in the classroom. Audio-visual aids, teaching aids, instructional or teaching materials are same. Here we will try categorising them:

The first group is projected (OHP, transparencies sheets, opaque and slide projector, film, film stripes etc.);

The second group is non-projected (maps, charts, globes, flash cards, posters, graphs, cartoon, newspapers, comic strips, dimensional aids, models, display and bulletin boards etc.);

The third group is activity aids (field trips, excursion, exhibitions, museums, demonstrations and dramatization).

Ode (2014) stated that teaching and learning take place when an individual has direct experience with the subject under study, in order to learn best by doing; it is because attention, motivation, concentration and retention of facts are enhances through the use of audio-visual materials. A systematic use of varies teaching aids can make subject matter clear and appealing to students with different backgrounds and abilities. Mahajan (2011) also argues that, audio-visual aid is the best tool for making teaching effective and the best dissemination of knowledge.

Audio-visual aids arouse the interest of learners and help teachers in explaining the concepts easily and effectively. Lestage (2009) pointed out that technology can never replace the human mind, but it can help expand it. It is duty of the teachers that use audio-visual aids relevant to the lesson and students; wrong use and selection of the teaching aids will be the wastage of time and energy for nothing. Mathew (2013) stated that it is the responsibility of the teacher to use audio-visual aids to make the teaching-learning process effective. According to Shamsideen (2016), teaching and learning activities are interesting when audio-visual materials are used effectively and efficiently in a classroom-teaching situation. It is universal fact that children learn best by observing and copying the behaviours of adults. Sunder (2010) stated that leaning is more effective when sensory experiences are stimulated. Teaching aids stimulate the behaviours of the students towards learning. The learning experience is made quite relevant, effective and meaningful by these aids as these motivate the child's learning by arousing his interest in a number of ways. Dike (1989) found that audio-visual aids add clarity to the topic taught and make learning more interesting. Pandit (2009) audio-visual aids provide a rich variety of sensory experience to amplify and reinforce the concepts that have been presented in a textbook and develop teaching skills. Sunder (2010) stated that teaching aids strengthen teaching skill, attract and retained learner's interest and attention and make teaching learning process more interactive and knowledge centred. So, keeping in the mind views of different scholars there is keen need and importance of teaching aids to make the teaching –learning process result-oriented, easy, effective and interesting for both teachers and students; the present investigation is an attempt to ascertain the effectiveness of audio-visual aids in teaching-learning process.

## **Statement of the problem**

Audio-visual aids are the tools of teaching which make the teaching learning process easier and interesting. However, the effectiveness of these aids depends on the availability, use and efficiency of applying. The uses of these aids enhance the teaching and learning outcomes. So, this study “Audio-Visual Materials in Language Classes: How Effective in Teaching - Learning Process” was taken to investigate the use, availability and effectiveness of audio-visual aids in this process so that in future all the hindrances in this way may be removed and develop these aids as powerful toll of teaching learning process.

## **Definition of operational/key terms**

**Effectiveness:** - Yadav (2014) mentions that effectiveness is an elusive concept when we consider the complex task of teaching. According to Leigh (2007), effectiveness is measured in terms of performance of the students on literacy and numeracy tests.

**Audio aid:** - is an instructional device that can be heard only, but not seen.

**Visual aid:** - is an instructional device that can be seen only, but not heard.

**Audio-visual aid:** - is an instructional device that can be heard as well as seen.

**Teaching-Learning Process:** - is an organized attempt of skills and knowledge to disseminate and receiving the knowledge, skills and training (cognitive, affective and psychomotor) by the experienced person to the non/less- experienced person through some medium; it is interaction and exchange of knowledge and skills to each other/one another.

**Experimental group:** - a group, which was given teaching experience through the audio-visual materials during teaching.

**Control group:** - a group that was given teaching experience through traditional method.

## **Objectives of the study**

1. To know the views of teachers on effectiveness of audio-visual aids in teaching learning process.
2. To ascertain the effects of audio-visual aids on experimental group of students.
3. To find the effects of audio-visual aids on control group of students.
4. To study the present status of audio-visual aids in the schools.

## **Hypotheses of the study**

1. There is no effect of audio-visual aids in teaching learning process.
2. There is no effect of audio-visual aids on experimental group of students.
3. There is no effect of audio-visual aids on control group of students.
4. There is no availability of audio-visual aids in the schools.

## **Limitations of the study**

1. The study limited to the Gohana city of Haryana.
2. The study confined to the senior secondary schools (one private and one govt.) only.
3. The study restricted to the students of 10<sup>th</sup> class only.
4. The study restrained only to the teachers teaching to 10<sup>th</sup> class only.

## **Methodology**

### **Sample**

In the present study, two government schools were selected through purposive sampling method of non-probability sampling method. One hundred students of 10<sup>th</sup> class comprised the sampling of government secondary schools. Total students were 100 (50 from each participating schools). Twenty teachers (10 from each participating schools) were taken from both the schools to comprise the sample as a whole who taught the students with the help of audio-visual aids.

### **Tool, statistical technique used and collection of data**

A self-made closed form questionnaire was used separately for teachers and students to collect relevant and reliable data. Questionnaire of the students had questions related to their curriculum of 10<sup>th</sup> class and questionnaire for teachers had questions related to use and availability of teaching aids and its effects on their teaching and learning of the students. Mean, standard deviation and t value were used as statistical technique.

The questionnaire had been distributed the students and teachers with some instructions; and a formal talk had done with the teachers on this topic.

### **Findings, discussion and conclusion**

#### **T- Value for Experimental and Controlled Group on Achievement Test**

Group	Number	Mean	S.D	t-value	Significance
Experimental	50	23.92	3.93	3.73	0.00
Controlled	50	19.69	4.72		

The above table shows that the calculated value was 3.73 that were significant at 0.01 levels, so null hypotheses that

- there is no effect of audio-visual aids in teaching- learning process;
- there is no effect of audio- visual aids on experimental group of students;
- there is no effect of audio-visual aids on control group of students were rejected.

All the above supports the findings of difference in the achievement of students who are taught with the use of audio -visual aids which supports the findings of Ode (2014) that there is a significant difference between students who are taught with or without the use of audio-visual aids. It also supports the findings of Parul (2012) that audio-visual materials have significant effect on the achievement of the students. Billaiya (2017) also found the learning through audio-visual aids was higher. Aggarwal (2012) also found that

students of study group with audio-visual aids out performed those of control group with no availability of these aids.

The teachers told that the use of audio-visual aid makes the subject matter easy to understand and explain and students learn quickly which supports the findings of Gopal (2010) that use of audio-visual aids methods do seem to facilitate the acquisition, retention and recall of lessons learned. Teachers also stated that students took interest in lesson, which supports the claim of Hills (1994) that audio-visual materials contribute in stimulating interest. They also stated that audio-visual aids help the teachers to control the classroom and overcome the physical difficulties, which support the results of Dahiya (2005) that teaching aids help the teacher in maintaining discipline in the classroom. Gopal (2010) also supported that audio-visual aids help the teacher to overcome physical difficulties. Teachers also explained that use of audio-visual aids save energy and time, which supports the findings of Aina (2006) that use of teaching aids in teaching learning process also save time and helps teachers in completing their syllabus timely. It also supports by Yunus (2015) these aids in teaching literature is less time consuming and as a result teachers have ample time to create enjoyable classroom activities and conduct an effective teaching and learning process. Respondents also stated that use of audio- visual aids helpful for students in high academic achievement, which supports the findings of Dahiya (2005), that audio-visual aids enhance the academic achievement of students. They also recommended that teaching aids make teaching learning process effective and result-oriented that supports Rasul (2011). He highlights that audio-visual aids make teaching learning process effective and motivates teachers and students.

It has also found that mostly teachers were not trained/well versed in using these aids. There is lack of audio- visual aids and funds in the school; they also told that some parents are not in favour of this method those were same as the findings of Awasthi (2014).

Sufficient audio –visual aids were not available in the both type of schools but the condition of modern school was better so the hypothesis that there is no availability of audio-visual aids in the school retained. It was also found that maximum numbers of aids available in the schools were the visual aids, which support the findings of Bhusan (2013). Schools had not well furnished separate room for teaching aids. Lack of maintenance of these aids was also seen .Audio-visual aids in the school were not being used largely, which is same of the findings of Dahiya (2005). It was also revealed in this research that teachers did not plan the lesson to be taught beforehand. Teachers (98 %) in govt. schools were not using latest technology of teaching in the classroom.

Thus, it is proved/concluded that audio-visual aid is the best tool for teachers and students to make teaching learning process effective and easy; it promotes the cognitive, effective and psychomotor aspects of the teachers and students. Koc (2005) stated that the integration of technology into curriculum means using it as a tool to teach academic subject and to promote higher order of thinking skill of the students. Audio-visual aids are important tools for easy and effective teaching learning process, which retain the concepts better, and for longer duration. It develops the reflective and analytical thinking of students and teachers and improves the completely teaching learning environment. Use of teaching aids instigate the interest of the students and motivates them for practical learning. Students found teaching through audio-visual aids more useful, relevant and effective and easy to understand.

### **Implications of the study**

The findings of the present study revealed that audio-visual aids are the most effective and easy way to make the teaching learning process result-oriented. Students found these resources useful in understanding the subject matter in the easiest way, which supports the findings of Mcnaught (2007), observed that audio-visual aids are very useful teaching and instructional as well as promotional aids. The study is very useful for the schools administrators to know/overview the status of these aids in schools. It will help them in planning to use and availability of teaching aids in the schools. It will serve many teachers to make the lesson easy and effective by using aids in the classroom. The probable use of this study can be useful to understand the importance of teaching aids and will give insight and idea to the students for research regarding the selection of area, topic and data gathering techniques and for the comparative analysis and interpretation of the data.

## **Recommendations**

Teacher should be provided training in-service or pre-service to make them acquaint and train in use of relevant audio-visual aids.

Authorities of education make it mandatory for teachers to teach with the help of teaching aids, which should be pre-planned and under the keen supervision of the head of the institution. Teachers should be instructed and motivated to use maximum teaching aids during teaching.

It should also mandatory for the institutions to have a special lab and club of audio-visual aids.

Local educational departments should provide adequate fund to the institutions for purchasing these aids; it would be better if separate fund must be provided in the annual budget of the institutions; they should also arrange for the supply of good and new audio-visual aids.

Parents must be guided regarding the use of audio-visual aids to clarify their doubts and they should be invited to the meetings where they can acquaint with different types of aids.

Teachers and students must be trained, encouraged and supported to prepare relevant and useful teaching aids with their hands.

Curriculum planners should encourage the use of audio-visual materials by inculcating them in the educational syllabus of all levels of education Ashaver (2013).

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