Abstract

As one of the teacher and learner, investigator also experiments and tries various innovations in the field. She teaches English. Indian and especially Gujarati students face many problems in learning English language. Their problem lies in language skills such as listening, reading, speaking and writing. These skills are the base of any language learning. Among four language skills reading and writing is taught effectively using direct method in colleges. The researcher wants to try out better option for improving listening and speaking skills. Thus, the investigator decided to work on the present research.

This study had been an Experimental Research namely one group pre-test and post-test design. The experimental group was taught through Audio, Visual and Audio-Visual Aids. The researcher reached to the conclusion and finding, by the comparison of pre-test and post-test results at the end of experiment. There was no controled group and hence results of the improvement in the post-tests were further validated by the comparison between pre-test and post-test of the performance and scores achieved. In the experiment, pre-test and post-test were conducted. Pre-test and Post-test were based on the objectives of the study. It was prepared according to the level of the students. The population is the students of the polytechnic colleges of Gujarat. The sample of experiment was the students of Atmiya Institute Junagadh. In the experiment, 30 students of mechanical class were selected in which 15 students were from rural areas and other 15 students were from urban areas. It took 15 days to carry out the experiment. In the beginning the pre-test was taken. During experiment, different kinds of Audio Aids, Visual Aids and Audio Visual Aids were used to teach the students. All the Audio Visual Aids were based on listening and speaking skills. On the last day of experiment, the post-test was taken. Experimental group was compared on the bases of both the tests for the effectiveness of Audio Visual Aids in the improvement of listening and speaking skills of students.

Different kinds of tools were used like Audio – visual aids, Pre-test, Post-test, Daily teaching objective tests, Observation, Computer related software, Reference books, Internet and Scientific Calculator etc. The researcher was aware of Independent Variables, Dependent Variables, Controlled Variables and Intervening
Variables and tried to neutralize them. The data was collected through the pre-test, observation, teaching and post-test according to the objectives of the study.

The investigator reviewed related literature in the form of articles, books and previous researches. This study has been an Experimental Research namely one group pre-test and post-test design. This group was taught through Audio, Visual and Audio-Visual Aids for the improvement of their Listening and Speaking Skills. The researcher reached to the conclusion and finding, by the comparison of pre-test and post-test results at the end of experiment.

The data obtained on the basis of pre-test and post-test regarding listening skill is presented in table 1.1

Table 1.1

<table>
<thead>
<tr>
<th>Tests</th>
<th>No.</th>
<th>M</th>
<th>SD</th>
<th>$S^2$</th>
<th>S</th>
<th>SE($\bar{d}$)</th>
<th>Diff</th>
<th>T</th>
<th>Value of significant level 0.05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>30</td>
<td>12.8</td>
<td>4.17</td>
<td>7.64</td>
<td>2.76</td>
<td>0.51</td>
<td>119</td>
<td>7.78</td>
<td>2.05</td>
</tr>
<tr>
<td>Post-test</td>
<td>30</td>
<td>16.8</td>
<td>4.41</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

By regarding table 1.1, it is clear that the mean scores of thirty students on the pre-test and the post-test were 12.83 and 16.8 respectively where as the value of SD were 4.17 and 4.41 accordingly. Df value 119 for one tailed test. The T value of the difference between mean scores was found 7.78, which was greater than the t-value 2.05. Thus the obtained t-value was highly significant at 0.05 level. The calculated value of ‘T’ is higher than the table value.

The hypothesis “There will be no significant different between students’ mean achievement pre-test and post-test score in Listening skill after tryout Audio-visual aids” is rejected. Hence there is significant difference in the teaching before and after the programme.

The data obtained on the basis of pre-test and post-test regarding speaking skill is presented in table 1.2.
Table 1.2

Number of Student, mean achievement score, SD, S², SE (¯d), Diff and T-value of the pre-test and the post-test of speaking skill

<table>
<thead>
<tr>
<th>Tests</th>
<th>No.</th>
<th>M</th>
<th>SD</th>
<th>S²</th>
<th>S</th>
<th>SE(¯d)</th>
<th>Diff</th>
<th>T</th>
<th>Value of significant level 0.05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>30</td>
<td>12.77</td>
<td>3.24</td>
<td>4.75</td>
<td>2.18</td>
<td>0.41</td>
<td>160</td>
<td>13</td>
<td>2.05</td>
</tr>
<tr>
<td>Post-test</td>
<td>30</td>
<td>18.1</td>
<td>3.59</td>
<td>4.75</td>
<td>2.18</td>
<td>0.41</td>
<td>160</td>
<td>13</td>
<td></td>
</tr>
</tbody>
</table>

By regarding table 1.2, it is clear that the mean scores of thirty students on the pre-test and the post-test were **12.77** and **18.1** respectively whereas the value of SD were **3.24** and **3.59** accordingly. Df value 160 for one tailed test. The T value of the difference between mean scores was found **13**, which was greater than the t-value **2.05**. Thus the obtained t-value was highly significant at **0.05** level. The calculated value of ‘T’ is higher than the table value.

The hypothesis “There will be no significant different between students’ mean achievement pre-test and post-test score in speaking skill after try out Audio-visual aids” is rejected. Hence there is significant difference in the teaching before and after the programme.

Based on the analysis and interpretation of the data the researcher could draw the following findings:

- It is found that after tryout of different audio visual aids in the classroom teaching, students improved their achievement score in listening skill.
- It is found that after tryout different audio visual aids in the classroom teaching, students improved their achievement score in speaking skill.
- Hence based on the data, it can fairly be said that audio visual aids can play significant role to improve listening and speaking skills of the students.

Apart from the above findings, the researcher observed the following behavior of the students regarding learning during the experiment:
• Most of the students paid attention while learning through audio visual aids.
• Even students below average were happy with the innovative style and got more involved in learning due to use of audio visual aids.
• Students found English movie difficult to understand, even if it was in very simple English.
• Students had no prior experience of speaking in English language before this experiment.
• Most of the students felt it difficult to understand English at the beginning level.
• Almost all the students were confused and hesitated to speak in English in the beginning.
• Teachers in most of the English classes used mother tongue as a medium of instruction and translation method was preferred.

Based on the study, researcher made the following recommendations:

• While teaching English teachers should use Audio – Visual Aids and other teaching aids. It will be helped in deriving the attention of students.
• Teacher can use eclectic approach of teaching. Eclectic approach suggests that a teacher should develop his/her own technique for teaching effectively.
• Teacher should use visuals to make teaching-learning easy.
• Teacher should use power point presentation to make teaching and learning more interesting.
• Teacher should create some tasks to improve listening and speaking skills in English.
• Teacher should use language games to improve students’ listening and speaking skills.
• Teachers should accept new innovations of teaching leaning process.
• New innovative methods of English teaching should be introduced in the curriculum.
• Teachers should enable the students to communicate in English in and outside the classroom.
• Teacher should enable the students to develop their listening comprehension.
• Computer based learning, such as E- learning should be introduced in the colleges and schools.