TRYOUT OF AUDIO VISUAL AIDS TO IMPROVE LISTENING AND SPEAKING SKILLS IN ENGLISH AT POLYTECHINC COLLEGES

Synopsis
To be submitted to
KADI SARVA VISHWAVIDYALAYA, GANDHINAGAR
For the degree of Doctor of Philosophy
In
English

Researcher
Nita D. Parmar
(M.A., M.Ed)

Supervisor
Dr. Jagdish S. Joshi
Associate Professor,
UGC-Academic Staff College,
Gujarat University,
Ahmedabad.

Kadi Sarva Vishwavidyalaya,
Gandhinagar.

2012
Content

1.1. Introduction

1.2. Statement of the Problem

1.3. Objectives

1.4. Hypotheses

1.5. Research Methodology
   1.5.1 Population
   1.5.2 Sample
   1.5.3 Tools
   1.5.4 Variables
   1.5.5 Data Collection
   1.5.6 Research Design

1.6. Review of the Related Literature

1.7. Analysis and Interpretation

1.8. Findings

1.9. Recommendations

1.10. Suggestions for the Further Research

Select Bibliography
1.1. Introduction

It is difficult to trace history of teaching and learning. It is as old as civilizations. It grew with us. Human beings learnt many things by themselves and eventually teaching would have begun. It was a time when teaching and learning used to take place in Gurukuls or Ashrams. Rishies used to teach using direct teaching method. It traveled from one generation to another and will continue to travel. As civilizations grew the scene of teaching and learning changed. Today the number of students has increased. There are separate schools and institutions for graded education. There are specializations of subject and faculty. It gave raise to experiments in teaching methods. Hence many teaching methods were developed. Looking at the demand of the day many innovations took place in teaching and learning methods.

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 these four skills reading and writing can be taught effectively using direct method. The researcher wants to find out better option for improving listening and speaking skills. Thus, the investigator decided to work on the present research.

1.2. Statement of the Problem

The problem of the present study is:

‘Tryout of Audio Visual Aids to Improve Listening and Speaking Skills in English at Polytechnic Colleges’

1.3. Objective of the study

1. To prepare and find out suitable Audio Aids for the students of Polytechnic colleges.
2. To prepare and find out suitable Visual Aids for the students of Polytechnic colleges.
3. To prepare and find out suitable Audio Visual Aids for the students of Polytechnic colleges.
4. To try out different Audio, Visual and Audio Visual Aids on the students of Polytechnic colleges for improving their Listening and Speaking skills.

5. To find out the effectiveness of Audio Visual Aids in terms of students’ achievement in improvement of listening skill.

6. To find out the effectiveness of Audio Visual Aids in terms of students’ achievement in improvement of speaking skill.

7. To find out the effectiveness of Audio Visual Aids in terms of urban students’ achievement in improvement of Listening skill.

8. To find out the effectiveness of Audio Visual Aids in terms of urban students’ achievement in improvement of speaking skill.

9. To find out the effectiveness of Audio Visual Aids in terms of rural students’ achievement in improvement of Listening skill.

10. To find out the effectiveness of Audio Visual Aids in terms of rural students’ achievement in improvement of speaking skill.

11. To compare the effectiveness of urban and rural students achievement of both the tests.

12. To compare the effectiveness of students achievement of both the tests.

13. To study the effect of treatment, and their various interventions of students’ achievement.

1.4. **Hypotheses of the Study**

1. There will be no significant difference between students’ mean achievement pre-test and post-test score of the group.

2. There will be no significant difference between students’ mean achievement pre-test and post-test score in Listening skill after tryout of Audio-visual aids.

3. There will be no significant difference between students’ mean achievement pre-test and post-test score in speaking skill after try out of Audio-visual aids.

4. There will be no significant difference between students’ mean achievement pre-test and post-test score in Listening skill of rural students after tryout of Audio-visual aids.
5. There will be no significant difference between students’ mean achievement pre-test and post-test score in speaking skill of rural students after tryout of Audio-visual aids.

6. There will be no significant difference between students’ mean achievement pre-test and post-test score in Listening skill of urban students after tryout of Audio-visual aids.

7. There will be no significant difference between students’ mean achievement pre-test and post-test score in speaking skill of urban students after tryout of Audio-visual aids.

8. There will be no significant difference between students’ mean achievement pre-test and post-test score in speaking skill of urban students after tryout of Audio-visual aids.

9. There will be no significant difference between students’ mean achievement pre-test and post-test score after tryout of Audio-visual aids.

1.5. Research Methodology

This study uses experimental design. There was no control group and hence results of the improvement in the post-tests were further validated by the performance of the students and score got by the comparison between pre-test and post-test. In the experiment, pre-test and post-test were conducted. Experimental group was compared on the bases of both the tests for the effectiveness of Audio Visual Aids on students.

1.5.1 Population

In this present study, students of Polytechnic colleges of Gujarat were selected.

1.5.2 Sample

The sample consisted of 30 students. It comprises of 15 rural and 15 urban students from Atmiya Institute Junagadh. It is one of the Polytechnic colleges of Gujarat.

1.5.3 Tools

The following tools were used in the study:
1. Audio aids
2. Visual aids
3. Audio – visual aids
4. Pre-test
5. Post-test
6. Daily teaching objective tests
7. Observation
8. Computer and related software
9. Reference books
10. Internet
11. Scientific Calculator

1.5.4 Variables

The investigator ascertains the effect of selected independent variables in dependent variables and controls the other variables in the experimental research.

The variables of the present study are as follow:

**Independent Variables**

The variable which affects the variable under measurement is called independent variable.

The investigator wanted to study the influence of audio visual aids to improve Listening and speaking skills on students’ achievement in English. The following independent variables were decided.

1. Urban boys students
2. Rural boys students

**Dependent Variables**

The dependent variable is the change after implementation of independent variable by the investigator.
The effectiveness of teaching through audio visual aids was to be measured in terms of students’ achievement in English. Therefore students’ achievement in English was the dependent variable of the study.

**Controlled Variables**

The dependent variables other than selected for the study may also affect dependent variable. Such other independent variables are controlled by the investigator to maintain experimental validity.

The following variables were controlled variables in the present study.

1. Age of the students
2. Level of the students
3. Content of the Teaching Units
4. Teaching Environment (college, time)

**Intervening Variables**

The variables which affect the dependent variable but cannot be controlled by the investigator are called intervening variables.

The following variables were intervening variables in the present study:

1. Newness of the Experiment
2. Physiability

**1.5.4 Data Collection**

The data was collected according to the objectives of the study. The data was collected through the pre-test, observation, teaching and post-test.

**1.5.6 Research Design**

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.
1.6. Review of Related Literature

The investigator reviewed related literature in form of articles, books and previous researches. It helped the researcher to get ideas regarding present study. The review of related literature helped to avoid duplication. Survey of related literature implied teaching and evaluating reports of research. It promoted greater understanding of the problem and its critical aspects.

1.7. Analysis and Interpretation

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>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>12.8</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

<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>12.77</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></td>
<td></td>
<td></td>
<td></td>
<td></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 where as 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.

On the basis of the sample evidence the statistical method has been given in table 1.3 regarding listening skill of rural students.

Table 1.3

<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></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
By regarding table 1.3, it is clear that the mean scores of fifteen students on the pre-test and the post-test were 13.13 and 16.6 respectively where as the value of SD were 3.35 and 5.50 respectively. Df value 52 for one tailed test. The T value of the difference between mean scores was found 4.43, 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 of rural students after tryout Audio-visual aids.” is rejected. Hence there is significant difference in the teaching before and after the programme.

On the basis of this sample evidence the statistical method has been given in table 1.4 regarding listening skill of urban students.

Table 1.4

<table>
<thead>
<tr>
<th>Tests</th>
<th>No.</th>
<th>M</th>
<th>SD</th>
<th>S²</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>15</td>
<td>13.13</td>
<td>3.35</td>
<td>8.69</td>
<td>2.95</td>
<td>0.78</td>
<td>52</td>
<td>4.43</td>
<td>2.05</td>
</tr>
<tr>
<td>Post-test</td>
<td>15</td>
<td>16.6</td>
<td>5.50</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

By regarding table 1.4, it is clear that the mean scores of fifteen students on the pre-test and the post-test were 12.56 and 17 respectively where as the value of SD were 3.64 and 3.13.
accordingly. Df value 67 for one tailed test. The T value of the difference between mean scores was found 6.76, 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 of Urban students after tryout Audio-visual aids.” is rejected. Hence there is significant difference in the teaching before and after the programme.

On the basis of this sample evidence the statistical method has been given in table 1.5 regarding speaking skill of rural students.

<table>
<thead>
<tr>
<th>Tests</th>
<th>No.</th>
<th>M</th>
<th>SD</th>
<th>S^2</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>15</td>
<td>12.4</td>
<td>2.64</td>
<td>4.92</td>
<td>2.21</td>
<td>0.59</td>
<td>82</td>
<td>9.26</td>
<td>2.05</td>
</tr>
<tr>
<td>Post-test</td>
<td>15</td>
<td>17.87</td>
<td>3.77</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

By regarding table 1.5, it is clear that the mean scores of fifteen students on the pre-test and the post-test were 12.4 and 17.86 respectively where as the value of SD were 2.64 and 3.77 accordingly. Df value 82 for one tailed test. The T value of the difference between mean scores was found 9.26, 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 of rural students after tryout Audio-visual aids.” is rejected. Hence there is significant difference in the teaching before and after the programme.
On the basis of this sample evidence the statistical method has been given in table 1.6 regarding speaking skill of urban students

Table 1.6
Number of Student, mean achievement score, SD, S^2, SE(‾d), Diff and T-value of the pre-test and the post-test of Speaking skill of urban students

<table>
<thead>
<tr>
<th>Tests</th>
<th>No.</th>
<th>M</th>
<th>SD</th>
<th>S^2</th>
<th>S</th>
<th>SE(‾d)</th>
<th>Diff</th>
<th>T</th>
<th>Value of significant level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>15</td>
<td>13.13</td>
<td>3.51</td>
<td>4.56</td>
<td>2.13</td>
<td>0.56</td>
<td>78</td>
<td>9.28</td>
<td>2.05</td>
</tr>
<tr>
<td>Post-test</td>
<td>15</td>
<td>18.33</td>
<td>3.81</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

By regarding table 1.6, it is clear that the mean scores of fifteen students on the pre-test and the post-test were 13.13 and 18.33 respectively where as the value of SD were 3.51 and 3.81 accordingly. Df value 78 for one tailed test. The T value of the difference between mean scores was found 9.28, 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 of rural students after tryout Audio-visual aids.” is rejected. Hence there is significant difference in the teaching before and after the programme.

1.8. Findings

- After tryout of different audio visual aids in the classroom teaching, students can improve their achievement score in listening skill.
- After tryout different audio visual aids in the classroom teaching, students can improve 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 with above findings the researcher observes following behavior of the students regarding learning during 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 it difficult to understand English movie, 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 beginning level.

Almost all the students were confused and hesitated to speak in English in the beginning.

Most of the English classes conducted, other than this, has used mother tongue as a medium of instruction and translation method was preferred.

1.9. Recommendations

After this study researcher wants to give some recommendations for the use of audio visual aids to improve listening and speaking skills.

- While teaching English teachers should use Audio – Visual Aids and other teaching aids. It will help 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 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.

1.10. Suggestions for further Research

On the basis of the findings the researcher has suggested for further research. The suggestions are given below:

1. Experiment and analysis of audio visual aids to improve listening and speaking skills at secondary school, higher secondary school and college level.
2. Tryout of visual aids to teach English text in higher secondary schools and polytechnic college of Gujarat.
3. Tryout of visual aids to teach English poetry in polytechnic college level.
4. Tryout of computer software to improve English grammar in polytechnic colleges of Gujarat.
5. Tryout of audio aids to improve pronunciation in English at polytechnic college level.
6. A comparative study on the improvement in English communication by using routine teaching method and visual aids.
Select Bibliography


Burns, A. & Joyce, H, Focus on speaking. Sydney, National Center for English Language Teaching and Research,1997.


Cakir, Dr. Ismail, The Use of Video as an Audio-Visual Material in Foreign Language Teaching Classroom. Kirikkale University, 2006.


Carla Meskill. *Listening Skills Development Through Multimedia*. Jl. of Educational Multimedia and Hypermedia, 1996, Department of Educational Theory and Practice University at Albany, State University of New York, Albany, NY 12222, USA


Omaggio, A., Pictures and second language comprehension: Do they help?. 1979, Foreign Language Annals, 12, 107-16.


