Chapter- 1: INTRODUCTION

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1.1 Introduction

It is difficult to trace the history of teaching and learning. It is as old as civilizations. It grew with us. Human beings learnt many things by themselves and in due course 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 various 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 listening and speaking are basic and more important for any language learner. They are taught through traditional ways. The researcher wants to try out better options of improving listening and speaking skills. Thus, the investigator decided to work on the present research.
1.2 The Problem to be Investigated

The problem of the present study is:

‘Try-out of Audio Visual Aids to Improve Listening and Speaking Skills in English at Polytechnic colleges’

There may be different ways to improve listening and speaking skills in English. The researcher wants to try out Audio visual aids.

1.3 Definitions of the Terms

1.3.1 Try-out

Third edition of Oxford dictionary of English defines Try-out as “a test of the potential of someone or something”. In the present study it is used to test the prepared tasks and materials for enhancing Listening and Speaking ability among the students of Polytechnic colleges of Gujarat. There are some points of Try-out in the present study refer to;

- Use the material on experimental group,
- Observe the learners response to the material,
- Check the clarity of instruction and suitability at level and interest of the learners’ and
- Measures the effectiveness of the materials by testing the learners’ competence.

1.3.2 Audio Visual Aids

Audio Aids

The term ‘Audio Aid’ affects the auditory channel. This was helped to improve listening skill. The investigator used these aids to
improve listening skills of students in polytechnic of Gujarat. She has used Tape recorder and audio CD in her experiment. Investigator has prepared adequate Audio Aids to fulfil the purpose of present study.

**Visual Aids**

“Visual aids are teaching-learning materials in the form of print media as well as electrical media.”

The term ‘Visual Aid’ suggests the materials which reproduce visual image. In visual aids we can include charts, photographs, wrappers, posters, blackboard, roll up board, authentic material, OHP and various kinds of projectors. In the present study Visual Aids were used to encourage the learners to speak in English and motivate them to develop their interest in spoken English.

**Audio Visual Aids**

Sounds or pictures used to support or reinforce learning. These include such resources as slide projections, DVDs and videos, overhead projectors, sound recordings, radio, and television. Increasing use of electronic resources has led to this term falling increasingly out of use, to be replaced with information learning technology. Nevertheless, in many educational institutions the department or team responsible for supplying or maintaining teaching resources of this kind will still carry the designation ‘AV’ in its title (Wallace).

**1.3.3 Listening Skill**

Listening skill can be defined as “an act of hearing attentively”. Generally listening means decoding a piece of information coded by the listening”. 
According to Rankin (1926) “Listening is the ability to understand spoken language”. Johnson defined Listening as “the ability to understand and respond effectively to oral communication”. In the view of Investigator listening means to use both the ears in getting the message coded by speaker. Listening skill generally considered a receptive skill. Listening is not only passive but also an active because it involves decoding a message and understanding of it. There are four language skills listening, speaking, reading and writing but the beginning step of learning language is listening skill which is followed by speaking skill. The Investigator emphasized on listening and speaking skills.

### 1.3.4 Speaking Skill

The investigator has empathized on speaking skill because it is very important at higher education level. It is most important to express the knowledge, ideas, opinions and views. Speaking skill is considered as a productive skill. The practice in listening should precede fluency in speaking. Correct speech involves the ability to use words, phrases, and idioms. It is learnt with intelligible pronunciation and knowledge of grammar. The students must be able to express the textual matter with correct pronunciation and stress. Students should be able to make conversation on topics of interest. They should use basic courtesy formulas, conventional and maintain a conversation with their classmates and teachers.

### 1.3.5 Polytechnic College

Pre- primary and primary education has been included in 1 to 4 and 5 to 8 standards respectively in Gujarat state. The secondary education is included from 9 to 10 standards. The SSC Board conducts SSC (10th)
examination. After passing their 10\textsuperscript{th} standard the students get entry in polytechnic colleges. This course carries 3 years. This is diploma course of engineering. The investigator selected this level of education as convenient sample.

1.4 Objectives 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.

1.5 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 Try-out 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 Try-out 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 Try-out 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 Try-out 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 Try-out 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 Try-out of Audio-visual aids.

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

1.6 Variables

The investigator ascertains the effect of selected independent variables, 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.

In experimental design, a variable that is varied by the experimenter independently of the extraneous in order to examine its effects on the dependent variable. In multiple regression, it is a variable that has a potential effect on the dependent variable. Also called an experimental variable (Colman).

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 (School, 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. Physibility

1.7 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.

1.8 Population

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

1.9 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.

1.10 Research Design

It is an Experimental Research namely one group pre-test and post-test design. The group was taught through Audio, Visual and Audio-Visual Aids for the improvement of their Listening and Speaking Skills. The researcher reaches to the conclusion and finding, by the comparison of pre-test and post-test results at the end of experiment.
1.11 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

1.12 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.

1.13 Data Analysis

Data was analyzed statistically. ‘Mean’, ‘SD’, ‘V’ and ‘T’ values were calculated.

1.14 Importance of the Study

The present study is based on the topic which is a need of the day. There are debates on the use of audio-visual aids. The study can work as a guideline to the debates. It can help the decision and policy makers,
Students, Teachers and other Institutions, in taking appropriate decision based on the findings.

Many studies have been done in education. But in this era the quality of education is decreasing day by day. So the investigator pays more attention on the basic level. The two skills selected in the present study are: listening and speaking. These two skills are not more emphasized at polytechnic level. The basic question is how to improve these two basic skills of students? They think English language is not an easy language to speak and comprehend by listening.

Listening and speaking are very important to acquire English language but lack of knowledge of pronunciation and phonetics, teachers can’t teach properly in their classroom. So the investigator carries a try-out of Audio Visual Aids to improve these two skills in the present study.

1.15 Limitations of the Study

- This study is limited to the students of polytechnic colleges of Gujarat. Only one polytechnic is taken as a sample of the population.
- Among the four skills, only listening and speaking skills are included in the present study.
- The present study was experimented on the students, whose mother tongue was Gujarati. English was taught as second language. So the situation of other than this state does not have the similar results as obtained in the present study.
- This study includes only English language as a second language.
- Among the different teaching methods, this study has been used only audio visual teaching method.
1.16 Scheme of Presentation

The present is presented in five chapters. The organization is as under:

The first chapter gives the outline of the research. In this chapter, the investigator discussed the problem, objectives, hypotheses, variables, tools, sample, importance and limitations of the study.

The second chapter of the research is the review of the related literature. In this chapter, related former researches, articles and book etc. are discussed.

In third chapter the research methodology and research design are discussed in detail. This chapter discusses the method of the experiment in present study.

The fourth chapter deals with the methods of data collection, analysis and interpretation of the data. The tables, charts and calculation of the data are included in it.

The last and fifth chapter covers summary, conclusions, findings recommendation and suggestions for further research.
Works Cited


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


