

AUDIO-VISUAL MATERIALS EFFECTIVENESS ON THE LEARNING PROCESS

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ABSTRACT: This study aims to pinpoint the effectiveness of audio-visual materials on learning process and investigate the benefits that the English teachers and learners get in using these aids. A descriptive analytical method was followed. The required data were collected by means of a questionnaire. The sample which was chosen randomly was fifty (50) students from the faculty of education, University of Al-Butana; For processing and analyzing the data statistically (SPSS) program was used. The findings of the study show that learning without using audio-visual aids, do not encourage the students, using audio-visual aids makes the class interactive and dynamic, teachers convey the message to the students easily by using audio-visual aids.

KEYWORDS: Effectiveness, Audio, visual, aids, Students

ملخص: تهدف هذه الدراسة لتحديد فاعلية الوسائل السمعية والبصرية في العملية التعليمية وبحث الفوائد التي ينالها الأساتذة والمتعلمين في استخدام هذه الوسائل. تم اتباع المنهج الوصفي التحليلي. جمعت البيانات المطلوبة بواسطة استبانة. العينة التي تم اختيارها عشوائياً كانت (50) طالباً من كلية التربية، جامعة البطانة. لمعالجة وتحليل البيانات إحصائياً، تم استخدام برامج (SPSS). توضح النتائج أن التعليم بدون الوسائل السمعية والبصرية، لا يشجع الطلاب، استخدام الوسائل السمعية والبصرية يجعل الفصل متفاعلاً وديناميكياً، ينقل الأساتذة الرسالة للطلاب بسهولة باستخدام الوسائل السمعية والبصرية. **كلمات دالة:** فاعلية، وسائل، سمعية، بصرية، طلاب.

1. Introduction

Teaching and learning are the important element in education. The teachers use different approaches and substantial to teach their students. Different innovations are brought in the field of English

language teaching to come out from the traditional teaching approaches. Al Mamun (2014), says that nowadays, trend is more toward communicative language teaching than traditional grammar teaching. Whereas, in the previous time, learning a new language meant learning to read the literature of that language, now the necessity of learning a new language has become a communicative need. People learn another language after their mother tongue for maintaining communication with the people of other community speaking a different language. Teaching language is not an easy task and it needs to be interesting enough to remove the anxiety of the learners. For this reason, language teachers tend to adapt different techniques to teach language more effectively and more interestingly. With the rapid growth and availability of technology, language teachers are incorporating different additional aids along with the text books to teach language. Different electronic boards, overhead transparency, multimedia projector, computer, audio and video equipment are making the language teachers' task easier and dynamic. Language teachers are using these audio-visual materials to deliver their lectures and teach the target language to the learners making the class interesting and contextualized. However, the question is, does the use of audio-visual aids in classroom ensure effective language teaching and learning? Is it always helpful for the language teachers and learners?

1.1. Statement of the Problem

It has been noticed that students do not retain for long or understand what they are taught without audio-visual aids .

1.2. Objectives of the Study

This study aims to:

1. Analyze the effectiveness of audio-visual materials on students' learning process .
2. Investigate the benefits that the English teachers and learners get in using audio-visual materials.

3. See to what extent audio-visual materials given consideration in English language teaching and learning.

1.3. Hypotheses of the Study

1. Audio-visual materials are effective in students' learning process.
2. The language teachers and learners benefit from using audio-visual materials.
3. Audio-visual materials are given consideration in English language teaching and learning.

1.4. Significance of the Study

This study is expected to be useful to the English teachers and learners. It is also expected to be a great value to the field of teaching in Sudan and the region around.

2. Literature Review

In this part of the study the researcher will discuss the definition of the audio-visual materials, the importance of audio-visual materials, types of audio-visual materials, steps of using audio-visual materials, challenges and finally the previous studies.

2.1. Definition

According to Asokhia (2009, p.231); *“Audio materials refer to the texts that can be heard and that is recorded in tape or CD. Any recorded dialogue, speech, song, music can be audio materials for language classroom.”*

Webster's Encyclopedia Unabridged Dictionary of the English Language defines audio-visual aids as: *“training or educational materials directed at both the senses of hearing and the sense of sight, films, recordings, photographs, etc used in classroom instructions, library collections or the likes.”*

The term has also been defines by Dike (1993, p.112) as; those materials which do not depend solely upon reading to convey

meaning. They may present information through the sense of hearing as in audio resources, sight, as in visual resources or through a combination of senses. Indeed, the variety of such resources is a striking characteristic.

Anzaku (2011, p.213), defines audio-visual aids as: *"It is commonly used to refer to those instructional materials that may be used to convey meaning without complete dependence upon verbal symbols or language"*.

Thus according to the above definition, a text book or a reference material does not fall within this grouping of instructional materials but an illustration in a book does. Some audio-visual components are in the nature of process and experience, for example, dramatizing an event or a procedure or making diorama. Some of the audio-visual materials like the motion pictures require the use of equipment to release their latent value. Some do not need equipment at all like an exhibit or a study print. This term designates in common usage both material things as well as processes such as field trips. So, audio-visual aids can be defined as: *"Any device or piece of equipment that is used to help present information on a subject by stimulating a response."*

2.2 Importance of Audio-Visual Materials

Eze (2013, p.97), states that the human being learns more easily and faster by audio-visual processes than by verbal explanations alone. His ability to arrive at abstract concept through perceptual experience is however a phenomenon not clearly explained and perhaps not explicable.

Furthermore, Oketunji (2000, p.56), stresses that: *"audio-visual materials when effectively used have these advantages; They lessen major weakness of verbalism, humanize and vitalize subject matter, provide interesting approach to new topics and give initial correct impressions, economic time in learning, supply concrete materials needed, stimulate the initiative of the pupils"*.

Swank (2011, p.78), argues that: *"the effectiveness of visual materials in learning, estimates that about 40% of our concepts are based upon visual experience, 25% upon auditory, 17% on tactile, 15% upon miscellaneous organic sensation and 3% upon taste smell"*.

Natoli (2011, p.211), argues that audio-visual materials are important in the teaching and learning processes because, having seen something, most people remember, for whatever that thing was, it conjures up an image at a mere mention and can be talked about freely. Dike (1993, p.94) also explains that students forget because of lack of interest and opportunities to use the knowledge they have gained later on. Audio-visual resources can therefore contribute to the clarity of information presented by allowing students to visualize what is learned.

So the researcher sees that audio-visual aids stimulate interest and emphasize, promote efficiency, and clarify subject matter.

2.3. Types of Audio-Visual Materials

According to Priya (2012, p.135), the types of audio visual aids are:

1. **Chalkboard, dry write[™] board:** It has its advantages and disadvantages. From its advantages; simple, direct, inexpensive, versatile and easy to make changes, excellent two-way communication, and good for step-by-step instruction. Its disadvantages; not portable, not permanent, poor for showing details, time consuming, and loss of eye contact with the class.
2. **Textbooks:** textbooks play a vital role in English language teaching and learning. From the advantages of this aid; inexpensive, simple, direct, available, represent the visible heart of any ELT program, offer considerable advantages for both students and the teachers, effective resource for self-directed learning and reusable. Its advantages; too inflexible and generally reflect the pedagogic, psychological, and linguistic preferences and biases of their authors, crucial to introduce learners to the fundamental characteristics of authentic real-life examples of both spoken and written discourse,

unnatural and inappropriate for communicative or cooperative language teaching.

3. **Flip chart:** It can be prepared on heavy duty paper or other flexible material, prepared prior to the presentation, and vary in size. Its advantages; inexpensive, easy to prepare and make changes, simple to set up, easy to transport, no special lighting, reusable, and step by step instruction. The disadvantages are: charts get dirty and ragged with use, attached art work may not roll up easily, tape-on can fall off as they lose adhesive, and class size limited to those who can see the chart clearly.

4. **Poster:** its advantages; wide range of illustrative techniques can be used, permanent record, reusable, and easy to set up. But it has disadvantages; repeated use can cause poster to break or bend, less portable, bulky, difficult to make changes, and may wrap.

5. **Photographic slides:** from their advantages; subject matter is unlimited, can be easily rearranged, permanent and easy to handle and carry, projection equipment easily available, can be easily duplicated, and presentation can be stopped for discussion. The disadvantages; room needs to be dark, requires time and special equipment, more expensive than flipcharts, requires set up time and testing, and equipment may fail.

6. **Overhead projector:** its advantages can be concluded in; instructor can face the class and present information, easy to prepare and modify, can use step-by-step presentations, preparation is easy and inexpensive, handouts can be made directly from the transparency, permanent and reusable. While the disadvantages; may require a darkened room, projection equipment may not be available, projection may change if not set up properly, and difficult to manipulate.

7. **Audio recording:** its advantages; easy to use and provide a permanent, reusable record, can record real episodes, and recorders are portable. While its disadvantage; only provide the oral portion of an episode not the visual.

8. **Video tape:** the advantages of this aid; instant replay of subject material, permanent and reusable, versatile media, and allows

both the audio and visual to be recorded. The disadvantages of this aid are; requires practice, may be bulky to handle all the equipment, and may distract students while they are being videotaped.

9. **Models:** the advantages are: having the real thing in the classroom, permanent and reusable, and adds realism to training instruction. While the disadvantages are: expensive, can require skill to use in front of the classroom.

10. **Handouts:** any written material to be covered in class or information that supports the material covered during class. Its advantages; good for covering forms, can cover in depth material, inexpensive, and easy to make changes to small handouts. The disadvantages; student will spend class time going over a handout if it is not covered in class, difficult to make changes if the handout is large, current forms need to be constantly updated, and spelling must be checked.

11. **Demonstrations:** show the trainee how the task is to be performed. It has some advantages; good for skills training, student will walk out with in depth knowledge of a task, and allows interaction between instructor and trainee. While its disadvantages; time consuming, low student to instructor ratio, instructor must perform well so trainee will perform well, and needs extra equipment.

12. **Computer Presentations:** the use of computer and projector to show information. From its advantages; instructor faces the class while presenting information, handouts can be made directly from the slides, permanent and reusable, animation and movement are possible, easy and inexpensive, it gives the presenter confidence and he/she can recover his/her nervousness, it helps the presenters to organize the speech in better ways and make the presentation lively by using different colorful visuals and examples. The disadvantages are: may require a darkened room, equipment may not be readily available, knowledge and skills are required to produce and perform. PowerPoint presentation has become popular among the language teachers as well.

2.4. Choosing Suitable Audio-Visual Materials

To choose suitable audio-visual aid, there are some considerations:

- a. Instructor experience
- b. Subject matter of presentation
- c. Size of room
- d. Composition of students
- e. Length of presentation
- f. Resources available

According to Al Mamun (2014, p.76), there are some factors to be considered to use audio visual aids in classroom. If the materials are not selected wisely, the objective cannot be fulfilled. Sometimes, the language level of the audio or video cannot be appropriate for the learners. As a result, the materials are not comprehensible for them which may make the anxiety level of the learners high. Moreover, sometimes, it becomes very difficult to find the audio materials for the learners of elementary level. If the audio-visual aids are not related to the contents, they may mislead and make learners confused. That is why teachers need to be careful while selecting the audio-visual materials for their learners.

2.5. Steps for Using Audio-Visual Materials

Based on Priya (2012, p.156), there are some steps that must be followed in using audio-visual aids:

1. Select the correct aid.
2. Prepare prior to instruction.
3. Be familiar with the equipment.
4. Know how to use the aid.
5. Make sure all students can see and hear the aid.
6. Check for effect on the class.
7. Practice using different types of aids.
8. Do not get in to a rut.
9. Be flexible.
10. Experiment.
11. Select an audio visual aid that is appropriate for reaching the training objective.

2.6. Challenges of using audio visual materials in class

The common challenge is the technical problems which create unexpected situation. It is very challenging for the teachers to find out suitable materials that match with the level of the learners. Sometimes the teacher needs to play the audio or the video again and again. Although audio-visual materials help the language teachers to facilitate their teaching, it does not mean that there are no disadvantages. Sometimes, it may be useless if the selection of audio-visual materials is not effective. According to Cakir (2006, p.68): *"The main disadvantages are: cost, inconvenience, maintenance and some cases the fear of technology. Additionally, the sound and vision, quality of the copies or home-produced materials may not be ideal."*

2.7. Previous Studies

Ashaver and Sandra (2013), conducted study under the title ***The Use of Audio-Visual Materials in the Teaching and Learning Processes***, as a research paper in Colleges of Education in Benue State-Nigeria. The purpose of the study was to evaluate how the library meets the needs of the teachers in supply of audio-visual materials. The main findings are; the lecturers in the college rarely use audio-visual resources in teaching, the chalkboard is the only audio-visual material frequently used by the lecturers, non-availability, lack of supporting infrastructures and human factors are hindrances to the use of audio-visual aids in the college, there are numerous benefits that students derive from the use of audio-visual aids.

Al Mamun (2014), conducted study under the title, *Effectiveness of Audio-visual Aids in Language Teaching in Tertiary Level*, as a master thesis at BRAC Institute of Languages. The purpose of his study was to focus on the quarries as to how language class can be dynamic and effective with the use of audio-visual materials. It aims to investigate how the language teachers, as well as learners, are benefitted from the audio-visual aids in language teaching and learning. The findings indicate that the teachers and the learners are benefitted by the use of audio-visual materials, by using audio visual aids in the classroom; teachers can teach languages making the class interesting, different visuals bring variation in the classroom teaching

which are helpful to draw the attention of the students toward the lessons.

Ghulam (2015), conducted study under the title, ***Impact of Visual Aids in Enhancing the Learning Process***, as a research paper at Journal of Education and Practice in Pakistan. It aims to explore the teachers' opinions on the use of visual aids. The main finding of this study indicated that the majority of the teachers and students had positive perceptions of the use of visual aids.

All of them agreed that audio-visual aids are effective and important for the learning process.

3. Methodology of the Study

3.1. Population

The population of this study was the EFL students of faculty of education, University of Al-Butana.

3.2. Sample

(50) EFL students from the faculty of education, University of Al-Butana, chosen randomly.

3.3. Tool for Data Collection

For collecting the required data, a questionnaire was used. The questionnaire consisted of 10 statements. It was distributed by hand by the help of some students.

4. Discussion and analysis of results

4.1 The Results of the Questionnaire

The results of this study are summarized in the following tables; each table is entitled according to the statement in the questionnaire:

Table (4.1.1). Students do not retain for long or understand without using audio-visual materials

Option	Frequency	Percentage
Agree	2	4%
Disagree	40	80%
Neutral	8	16%

According to the table (4.1.1), (4%) of the students agreed that the students retain for long or understand what they are taught without using audio-visual materials, while (80%) saw that they do not retain for long or understand what they are taught without using audio-visual materials and (16%) were neutral. *This means that most of the students do not retain for long or understand what they are taught without using audio-visual materials.*

Table (4.1.2). Learning without audio-visual materials, encouraging students

Option	Frequency	Percentage
Agree	0	0%
Disagree	40	80%
Neutral	10	20%

Based on the table (4.1.2), (80%) of the students saw that learning without audio-visual materials, did not encourage them, while (20%) were neutral. *This obviously shows that for most of the students, learning without audio-visual materials, did not encourage them.*

Table (4.1.3). Using audio-visual materials making the class interactive and dynamic

Option	Frequency	Percentage
Agree	46	92%
Disagree	0	0%
Neutral	4	8%

The table (4.1.3) shows, (92%) of the students agreed that using audio-visual materials makes the class interactive and dynamic, while (8%) were neutral. *According to this result, the majority of the students see that using audio-visual materials makes the class interactive and dynamic.*

Table (4.1.4). Audio-visual materials making the class alive and participated

Option	Frequency	Percentage
Agree	42	84%
Disagree	0	0%
Neutral	8	16%

According to the table (4.1.4), (84%) of the students agreed that audio-visual materials make the class alive and participated, none of the students disagreed with this statement, but (16%) were neutral. *Accordingly, most of the students believe that audio-visual materials make the class alive and participated.*

Table (4.1.5). PowerPoint presentation being the common audio/visual material used by the teachers

Option	Frequency	Percentage
Agree	34	68%
Disagree	4	8%
Neutral	12	24%

The table (4.1.5) shows that (68%) of the students agreed that PowerPoint presentation is the common audio/visual material used by their teachers, but (8%) disagree, while (24%) of the students were neutral. *This result means that more than two thirds of the students see that PowerPoint presentation is the common audio/visual material used by their teachers.*

Table (4.1.6). Students learning more easily and faster by audio-visual processes

Option	Frequency	Percentage
Agree	48	96%
Disagree	0	0%
Neutral	2	4%

Based on the table (4.1.6), (96%) of the students agreed that they learn more easily and faster by audio-visual processes, while (4%) were

neutral. *This result shows that the majority of the students learn more easily and faster by audio-visual processes.*

Table (4.1.7). Audio-visual materials stimulating the initiative of the students

Option	Frequency	Percentage
Agree	46	92%
Disagree	0	0%
Neutral	4	8%

According to the table (4.1.7), (92%) of the students agreed audio-visual materials stimulate the initiative of the students, (8%) were neutral. *This result shows that the majority of the students see that audio-visual materials stimulate the initiative of the students.*

Table (4.1.8). Teachers using different types of audio-visual materials in their teaching

Option	Frequency	Percentage
Agree	26	52%
Disagree	4	8%
Neutral	20	40%

According to the table (4.1.8), (52%) of the students stated that the teachers use different types of audio-visual materials in their teaching, (8%) disagreed with them, while (40%) were neutral. *This obviously means that more than half of the students believe that their teachers use different types of audio-visual materials in their teaching.*

Table (4.1.9). Teachers conveying the message to the students easily by using audio-visual materials.

Option	Frequency	Percentage
Agree	34	68%
Disagree	2	4%
Neutral	14	28%

The table (4.1.9), explain that (68%) of the students agreed that the teachers convey the message to the students easily by audio-visual materials, (4%) disagreed with them, while (28%) were neutral. *Accordingly, more than two thirds of the students believe that their teachers convey the message to the students easily by using audio-visual materials.*

Table (4.1.10). Teachers choosing suitable audio-visual materials

Option	Frequency	Percentage
Agree	18	36%
Disagree	22	44%
Neutral	10	20%

According to the table (4.1.10), (36%) of the students saw that their teachers usually choose suitable audio-visual materials, (44%) disagreed with them, while (20%) were neutral. *This means that nearly half of the students believe that their teachers do not usually choose suitable audio-visual materials.*

5. Conclusion

The main objectives of this study were to analyze the effectiveness of visual materials in the learning process. The importance of this study comes from the desire in helping the students to improve their skills, using the modern techniques and aids in learning language.

5.1. Findings

1. Most of the students do not retain for long or understand what they are taught without using audio-visual materials.
2. Learning without using audio-visual materials, do not encourage the students.
3. Using audio-visual materials makes the class interactive and dynamic.
4. Teachers convey the message to the students easily by using audio-visual aids.

5. Audio-visual materials work as prompts for the students to generate ideas.
6. Students like the language class when the teachers use different audio-visual materials.

5.2. Recommendations

1. Audio visual aids should be used in teaching and learning process.
2. Every teacher should have contingency plan while using audio-visuals materials.
3. Curriculum planners should encourage the use of audio-visual materials by including them in the educational syllabus of all levels of education.
4. The teachers should be well trained on how to use different types of audio-visual aids.
5. The materials should be checked before using.
6. The teachers should be careful when choosing suitable aids.
7. Audio-visual materials should be chosen according to the students' level, interest, culture and the lesson topic.

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