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**THE EFFECT OF USING AUDIO - VISUAL AIDS IN EFL CLASSES
AT BASIC LEVEL SCHOOLS**

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Abstract

Audio visual aids are effective tools for teaching and learning English language in the current digital world, audio visual aids have grown exponentially with several multimedia such as, PowerPoint and online lectures. There fore, this study aims to investigate the effect of visual aids on basic EFL classes. The study followed the descriptive analytical method. The data for the study was collected by means of questionnaire which was distributed to (50) EFL teachers at basic level and the (SPSS) program was used for analyzing the data. The study reached many important results : Most EFL teachers agree that audio - visual aids facilitate teaching English particularly at basic level school . Also most schools lack visual aids Lap, besides using visual aids is very important because it leads to better understanding of English language . In the light of theses results the study recommends that : Visual aids should be available at basic schools because it is very necessary . Also all English teachers should trained on using visual aids EFL classes particularly at basic level schools because they are interesting and they attract. The student's attention for lessons because of using sound and picture both at the same time.

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أثر استخدام الوسائل السمعية والبصرية في صفوف اللغة الإنجليزية في مرحلة الأساس

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الملخص

الوسائل السمعية والبصرية أدوات فعالة في تعلم وتدريس اللغة الإنجليزية في العالم الرقمي والذي ينمو بسرعة مع كثير من الوسائط الأخرى : كالعروض التقديمية ومحاضرات الإنترنت. لذلك تهدف هذه الدراسة إلى بحث أثر الوسائل السمعية والبصرية في تدريس اللغة الإنجليزية في صفوف اللغة الإنجليزية في مرحلة الأساس . إتبعنا الدراسة المنهج الوصفي التحليلي ، جمعت البيانات لهذه الدراسة بواسطة الإستبيان الذي تم توزيعه على عدد (50) من أساتذة اللغة الإنجليزية في مرحلة الأساس وتم تحليله بواسطة برنامج الحزم الإحصائية للعلوم الإجتماعية . توصلت الدراسة إلى عدد من النتائج الهامة: أجمع معظم أساتذة اللغة الإنجليزية على أن استخدام الوسائل البصرية تسهل عملية تدريس اللغة الإنجليزية خصوصاً في مرحلة الأساس ، كما أن معظم المدارس تفتقد معمل الوسائل ، إضافة إلى أن استخدام هذه الوسائل مهم جداً لأنها تؤدي إلى فهم اللغة الإنجليزية بطريقة أفضل . على ضوء هذه النتائج توصي الدراسة بالآتي : يجب أن تكون الوسائل السمعية والبصرية متاحة في جميع مدارس الأساس لأنها مهمة جداً ، كما ينبغي على كل الأساتذة استخدام الوسائل البصرية والسمعية في صفوف اللغة الإنجليزية تحديداً .

1.0. Background:

Within turn of centuries there are so many approaches and methods have been suggested in terms of teaching English language each one has success to some extent, with reference to such methods there is a visual method that facilitates and plays significant role in grasping and understanding English language.

The linguist where conducted their comparative research partial reality they found that the students taught with visual aids can easily acquire language better than those taught without visual aids.

1.1. Statement of the problem:

It is noticed that students in some Sudanese basic schools face some difficulties and problems in grasping the English vocabulary meaning, pronunciation and utterances for lacking

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the visual aids in teaching English comparing with other basic school that use visual aids in teaching. Therefore, the main objective of this study is to cast some light on the importance of using visual aids in teaching English language in basic school.

1.2. **Significance of the study:**

the study will be of great help for both teachers and learners. It also expected to be addition to syllabus designers.

1.3. **Objectives of the study:**

- 1- Showing the significance of using visual aids in teaching English language in basic school.
- 2- helping students to acquire English language vocabulary easily.
- 3- Investigating the problems of using visual aids .

1.4. **Questions of the study:**

- 1- Do visual aids facilitate teaching English language?
- 2- Does Sudanese syllabus contain visual aids?
- 3- Are teachers well trained on using visual aids ?
- 4- Is there visual aids Lap at schools ?

1.5. **Hypotheses of the study:**

- 1- Visual aids facilitate teaching English language.
- 2- The students problem can be attributed to the lack of Sudanese visual aids in syllabus.
- 3- Most teachers are not well trained on using visual aids syllabus.
- 4- There is no visual aids Lap at most schools.

1.6. **Limits of the study:**

This study focus on the importance and validity of using visual aids at basic level schools at Gezira state - Hasaheisa during the academic year 2017-2018.

Literature Review

2.0. **Introduction:**

In this paper researcher, will discuss, what do we mean by visual aids, type of visual aids and significance of visual aids.

2.1. **Definition of visual aid :**

Narayan, S (1980) states that: By visual aids we usually mean the most modern or the most recently used of these methods (films- films trips and television). This is a summary identification of very old methods and very modern instrument and one should react against it. Visual aids are

few older. They correspond to a profound tendency among immense majority of men to materialize their thoughts in the form of graphic or sonorous images or to give their thoughts a concrete frame of reference. Films, computer and television, are considered as educational instruments, have merely developed at a rapid rate alongside order means whose importance remains considerable it is thus relatively easy to define the goal at which the educator aims achieving this goal is another task which bring him face to face every day with basic problem of pedagogy that transmitting or communicating ideas of information.

It's clear that the visual aids cannot be separated from educational materials in general. This tendency toward the use of concrete examples has developed through a complex process. Affairs graphic representation was probably only way to enable man to capture fleeting thought and sole way of transmitting thought, compared to oral transmission which was subject to rapid distortion. Visual aids (posters), films, television and computer are both means of education and media for information and propaganda. It's also probable that their linear more effected by the violence (color and slogans) of posters and by shock techniques of television otherwise visual aids can help with presentation and also help you to understand the language.

2.2. The Significance of Visual aids:

Rasul, S (2011) claims that: Both educator and the general public express mixed reactions to the issue of using media education. The positive view point stresses the many exciting new films, television, programs and other media forms that can keep learners understanding of the idea presented in classroom. On the other hand, many responsible people claim that learner watch so much television or study by television they improves their achievement in reading and writing. Many feel the media can stimulate understanding in the classroom. Visual aids provide background information and motivate creative writing. Also provide abundant materials for development of critical reading and listening skills. Beside that visual aids offer chance for other dynamic instruction in the classroom, because they provide a variety information that appeals to unlimited interests. Visual aids interpretation to a book, stimulates interesting reading the book, stimulates oral discussion and extends childrens' imaginations. Otherwise visual aids can develop the language art's vocabulary enrichment, spelling improvement, oral language development, development of appropriate level of language usage, reading improvement, and creative writing development. Moreover, visual aids can help with our presentation because they can help to take the pressure off and provide an opportunity of variety in our presentation.

2.3. Types of Visuals:

According to Narayan (1980): the types of visual aids are:

2.3.1. Electronically enhanced visual aids:

Electronically enhanced visual aids include films trips, computer and television.

2.3.1.1. The significance of electronically enhanced visual aids:

a. Films and films trips:

Rasul, S (2011) mentioned that : films and films trips can be shown either before or after reading. If they read the book before viewing the film learner can compare their own visualization of the characters and setting with those in the film. They can also compare the unique qualities of the two media to see how one relies strongly on pictures to develop setting and characters, while other does so with written word. Arts films stimulate oral and dramatic involvement and interpretation of subject. These films stimulates creative writing, as well as oral discussion and creative drama. There are strong similarities between films and literature: Both express feeling and ideas, both promote development of conceptual and sequential organization, and both must consider audience.

Films unique thought, because it's visual and concrete. Films can be modified use with any age also include listening or provide background information on book. Film unit that includes listening, speaking, writing and reading activities provides 5 exciting of instructing in creative imagination.

b. Television:

Crow, M (1977:81) adds : By the time most children finish school, they have spent more time, watching television more than the classroom! There are ways, however for creative teacher to use viewing interstates to motivate reading.

Many television programs are based on books, or tale them also found in literature. Rasul, S (2011) mentions : Student or pupil read books related to their favorite programs. He says: after six weeks period of instruction, he found the average number of television related books preferred pre-pupil was 7, 54, compared to 3, 27 non related books. Concluded that pupils who spend a great deal of time watching television are included to read television related book. Besides suggestion and providing television related books for learner to read teachers can also use television for developing discussion skills. Another way to reduce the passive-observer role in television viewing and at the same time improving reading skills is through use of scripts and video tapes of popular television programs. Television reading programs that include script, scanning viewing

original scripts. Television provides abundant materials for teaching critical reading and listening skills, many of these critical skills by carefully scrutinizing and questioning source in television can apparently provide both motivation to read and verbal improvement for pupils but not without interaction for teachers. Television is an influential media and can be useful instruction if certain guide lines are met by instruction from teachers.

Television view can stimulate the reading of television- related books, promote discussion skills, reading skills, critical reading and listening skills.

c. **Anderson, R (1976: 376) states:** Slides can include copies of pictures in books or magazines pupils look at slides and discussed the various issues concentrating on one issue at time. They researched the issue, looking for all view points and discussed what they found. The teachers might also prepare photographic slides of items or location related to particulars books or period in history. The hand slides illustrate report in science and social studies.

d. **Video tape:**

Rasul, S (2011) adds: video tape should be used when teachers want to present information that entails moving video. Professionally produced video tapes on wide variety of subject can be rented or purchased for educational purpose. Also educators may wish to shoot their own vide, using video camcorders to show in classroom or extension setting. Refer to extension fact sheet “producing your own video program” producing an educational video.

The visual aids were used when needed most as:

1. To introduce a subject.
2. To stimulate interest.
3. To develop skill in reading and languages.
4. To present information necessary to proper understanding of life.
5. To provide reviews and test on the understanding concepts.
6. To promote desirable attitudes.
7. To provide opportunities for raising new problems altering old ones, or the setting of new purposes.

2.4. Why visual aids in teaching:

Teaching is the guidance of natural activities of the learner and the stimulation of desired activities directing them through educational Expressing to the acquisition of socially drivable controls of conduct. Experiences should be supplemented by other experiences which should be as vivid as possible. Visual aids are necessary to good instruction, and become powerful tools when used by an efficient instructor. Pictures succeed when words fail. Such aids should not displace good textbooks and teaching techniques. There is no substitute for personal instruction. The used of the picture as an aid in education is not new. Picture language was the returner of our modern alphabet. A noted scientist predicted, nearly thirty years ago, that we should soon be able to throw away our texts, discharge most of the teachers and teach the children in two or three hours each day with selected motion pictures.

Visual Education is not a new toy. It has years of research back. The good teacher has been using visual materials as tool to learning for years. The first motion picture introduced in to the classroom was probably treated as a novelty by the teacher, the student, and the school board. There is no doubt but what the student were very much entertained, the teacher saw educational possibilities, and the school board reckoned in dollars and cents. In order that the film might remain in the schoolroom, it was packed with facts. Educators shirked their responsibility for twenty years to say what they really wanted in educational motion pictures. Carpenter, R (1972).

According to Brown, J (1972) the main objectives of the good educational film are :

1. Its purposes are clear and obvious to the intended audience.
2. The objectives are closely associated with those of the curriculum.
3. The objectives are those which may be adequately exploited by the medium.
4. The objectives are sufficiently limited to assure adequate treatment.

2.5. Contents of the film:

- 1- The content fits the curriculum.
- 2- The content is compatible with the interests of the intended audience.
- 3- Every effort is made to tell the truth.
- 4- The content is up to date.

2.6. Organization and presentation of contents:

- 1- The organization of the content is designed of maximum comprehension and assimilation, difficult concept are sufficiently detailed in presentation. “educational screen”.
- 2- The presentation is designed to arouse and sustain interest.

- 3- The presentation implies desirable relationships with associated fields of interest.
- 4- The summary is adequate acts as a springboard to further learning activities.
- 5- All authors are agreed that the technical aspects of the good educational film shall be of the best.

2.7. Educational uses of modern media of mass communication:

The press at radio and cinema are instruments not only of amusement and recreation but also of education. The influence of the press is limited only by the extent of literacy: the radio leaps across national boundaries to inform and inspire all who have ears to hear; the cinema teaches its lessons whole some or detrimental with a power and persuasiveness beyond that of the most skilled. Teachers and the most highly organized educational systems. These, and other modern media of mass communication, have in the past and may in the future work either with teachers or against them in their efforts to develop international understanding. The American Association of school librarian (1970) therefore, recommends :

- a. That teachers and teachers organizations endeavor to enlist the public press, the radio, and the instruments of visual education as potent allies for the attainment of their purposes.
- b. That the press, radio, film, recording, and television be used within the school to dramatize and invigorate the processes of teaching and learning about the modern and that school be furnished with the equipment needed for this purpose.
- c. That national and international radio and television broadcasts to schools be arranged and that such programs be used to celebrate events of international significance to render tributes to great men and women of all nations, and to create a sense of human brotherhood.
- d. That films and recording which are truly representative of the life and culture of adaptation in language or otherwise, be freely exchange among schools of all nations.

Methodology

3.0. Sample:

The sample of this study consists of random 50 teachers chosen from different Sudanese Basic schools at Gezira state (Hasaheisa).

3.1. Procedure:

The data of this study are collected by using questionnaire from 50 Sudanese Basic schools. English language teacher's in Gezira state.

3.2 Validity and Reliability of the questionnaire

To test the reliability of the questionnaire Pearson's correlation is used the statistical treatment.

Here the researcher followed and applied the "product-moment" correlation (Pearson's) by means of the split plot and the formula is.

0952478	CORREL
097566	RELLA
0987755	VALID

$$R = \frac{N(\sum Xy - \sum X \sum Y)}{\sqrt{N(\sum X^2) - (\sum X)^2)(\sum y^2) - (\sum XY)^2}}$$

Where:

R: Reliability of the test

N: Number of all items in the test

X: Odd marks

Y: Even marks

Σ: Sum

$$Relia = 2 * r / I + r$$

$$Val = \sqrt{reliability}$$

N: 40

$$\sum Xy = 61356$$

$$\sum X \sum y = 2250168$$

$$\sum X^2 = 59880$$

$$\sum Y^2 = 63615$$

$$(\sum X)^2 = 2143296$$

$$(\sum Y)^2 = 2362369$$

$$R = 40(61356) - 2250168$$

$$R = \frac{N(\sum Xy) - (\sum X \sum y)}{\sqrt{N((\sum X^2) - (\sum X)^2)(\sum Y^2) - (\sum XY)^2}}$$

$$R = \frac{40(61356) - (2250168)}{\sqrt{40((59880 - 2143296)(63615 - 2362369))}} = 0.95$$

$$R_{lia} = \frac{2*r}{1+r} = \frac{(2*0.95)}{(1+0.95)} = 0.98$$

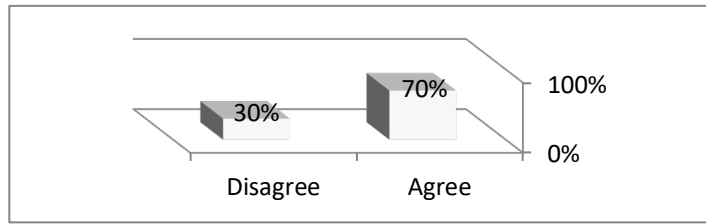
$$Val = \sqrt{\frac{reliability}{1+reliability}} = \sqrt{\frac{0.98}{1+0.98}} = 0.99$$

The calculated coefficient of correlation reached 0.95 which indicates agreement in results for reliability. This shows that this instrument of the test as a whole is reliable and stable.

4.1 The analysis of the Questionnaire

Statement(1) The use of technological aids helps a lot in teaching English Language .
S1

	Frequency	Percent
Agree	35	70.0
Disagree	15	30.0
Total	50	100.0



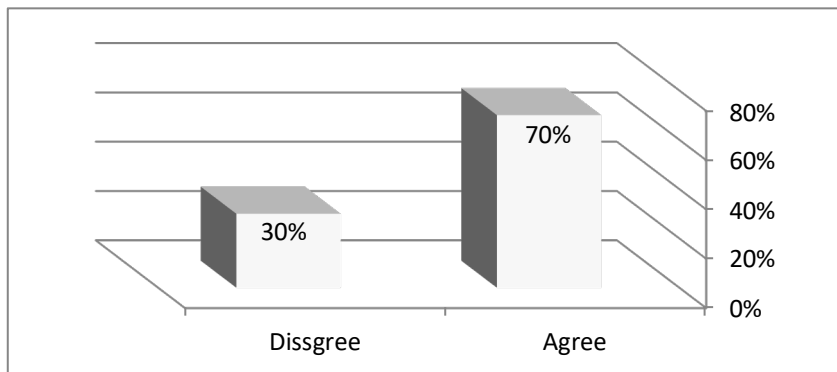
S1

From the above table the majority of the respondents (70%) agree that using technological aids helps a lot in teaching English, where as, (30%) disagree with the statement therefore, this statement is accepted.

Statement (2) The visual aids are more effective in the process of teaching

S2

	Frequency	Percent
Agree	35	70
Disagree	15	30
Total	50	100.0

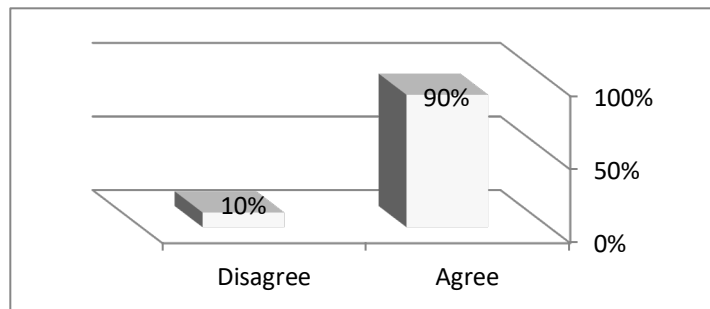


(70%) percent of the answers agree that the statement (The visual aids are more effective in the process of teaching) is true which means visual aids really are more effective in the process of teaching .

Statement (3) Video is more effective than cassette in teaching English .

S3

	Frequency	Percent
Agree	45	90.0
Disagree	5	10.0
Total	50	100.0



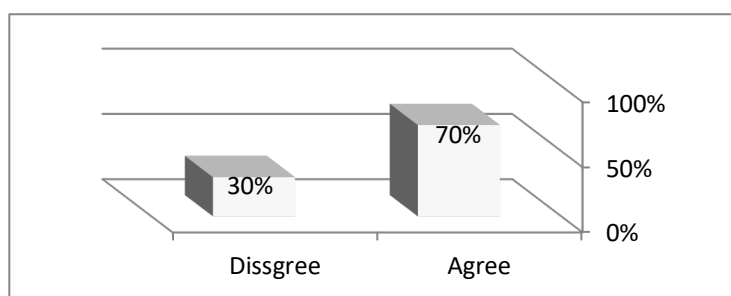
S3

The above table shows that (90%) of the respondents agree that video is more effective than cassette in teaching English, where as (10%) only disagree with the statement . This emphasizes that video is more effective because of the use of picture and sound at the same time .

Statement(4) The use of Electronic aids is more helping in understanding language than traditional aids .

S4

	Frequency	Percent
Agree	35	70.0
Disagree	15	30.0
Total	50	100.0



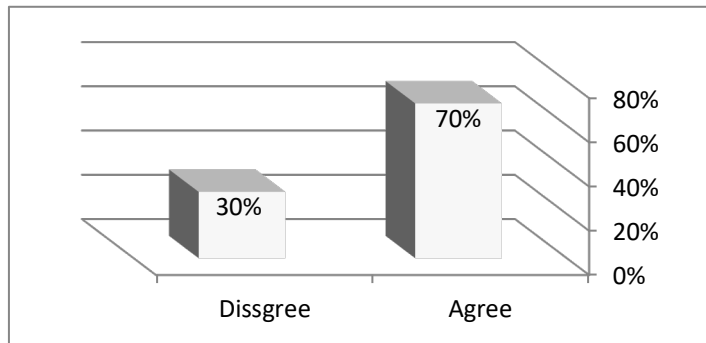
S4

According to the statistical analysis (70%) agree that the use of electronic aids is helping in understanding a language where as, (30%) disagree with the statement so, this statement is accepted.

Statement (5) Most of the teachers use blackboard to map .

S5

	Frequency	Percent
Agree	35	70.0
Disagree	15	30.0
Total	50	100.0



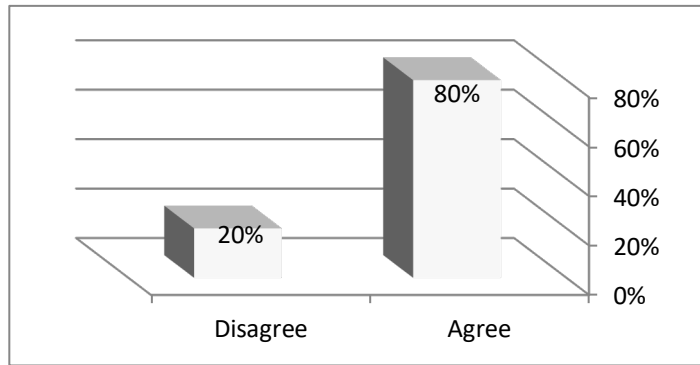
S5

It is clear from the above table (30%) of the respondent disagree, where as, the majority of the respondents agree that most of the teachers use blackboard to map there fore, this statement is accepted .

Statement (6) Miss using of visual aids can lead students to be unable to absorb the language.

S6

	Frequency	Percent
Agree	40	80.0
Disagree	10	20.0
Total	50	100.0



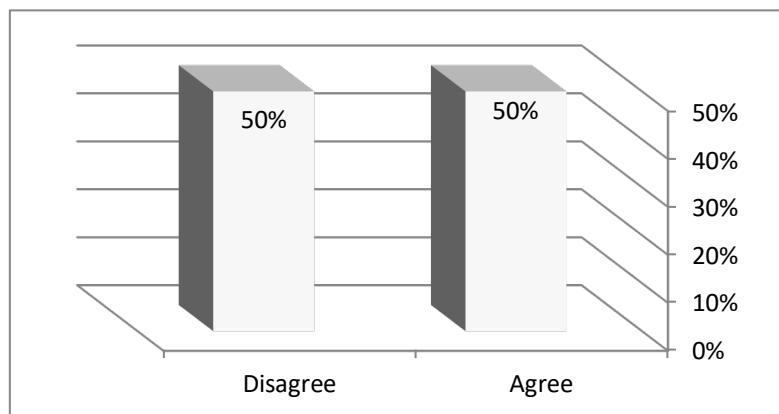
S6

It is noticed from the above table that (20%) of the answers disagree, whereas, the great number of the teachers' answers agree that the miss use of visual aids can lead students to be unable to understand the language . So this statement is accepted .

Statement (7) The well qualified teacher can use the visual aids accurately.

S7

	Frequency	Percent
Agree	25	50.0
Disagree	25	50.0
Total	50	100.0



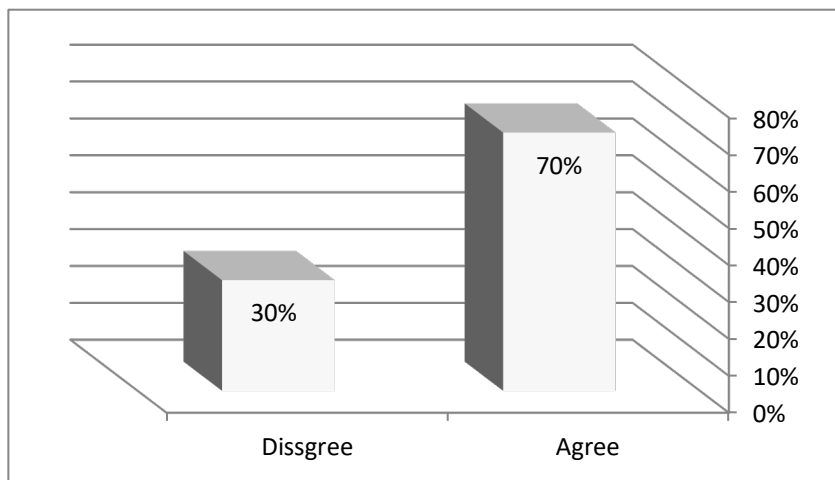
S7

It is noticed from the above table that the answers of agree (50%) and disagree (50%) are equal. This shows that some qualified teachers can use the visual aids accurately and some of them can not. This depends on the teacher experience of using visual aids and well training on it and not the academic qualification.

Statement (8) Teachers face the problem lacking of visual aids lap in schools .

S8

	Frequency	Percent
Agree	35	70.0
Disagree	15	30.0
Total	50	100.0



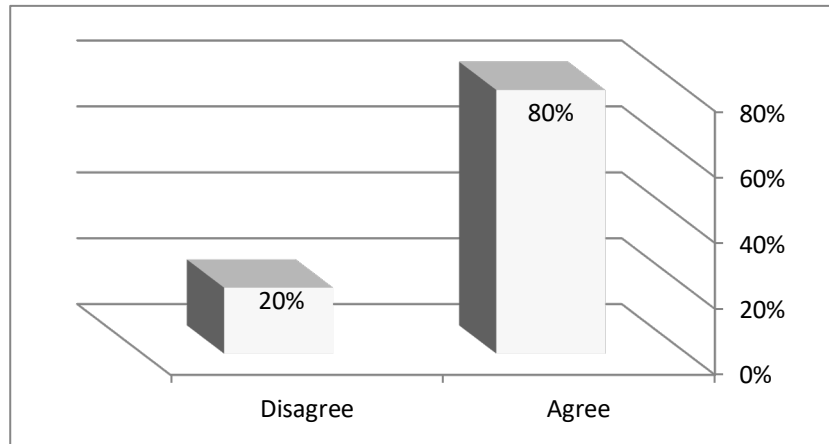
S8

According to the statistical treatment in the preceding table, it is clear that the majority (70%) of the respondents agree, whereas, (30%) disagree with the statement. Therefore, this statement is accepted. Really there is no visual aids gap in most of the schools.

Statement (9) If the visual aids are well handled by teachers the students will not face problems in understanding English language.

S9

	Frequency	Percent
Agree	40	80.0
Disagree	10	20.0
Total	50	100.0

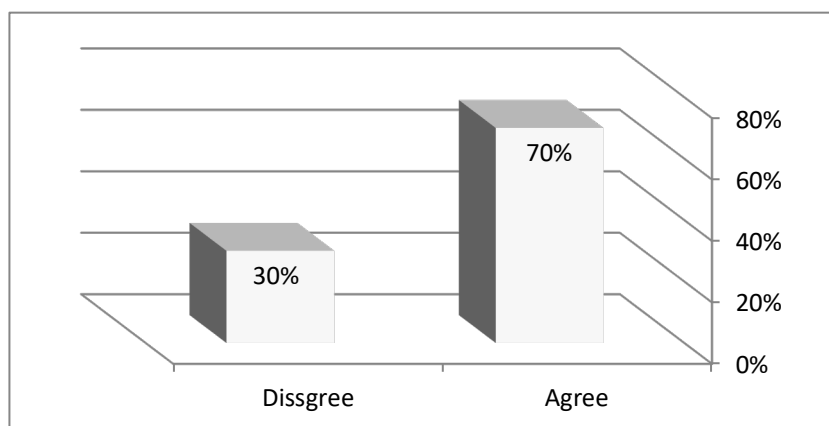


S9

According to the above table (20%) of the respondents disagree that this is visual aids are well handed by teachers and students, where as, (80%) agree emphasizes that visual aids are not well handed by teachers.

Statement (10) Both audio-lingual and audio-visual method are significant in teaching English in basic schools .

	Frequency	Percent
Agree	35	70.0
Disagree	15	30.0
Total	50	100.0



S10

The majority (70%) of the respondents agree that both audio-lingual and audio-visual method are significant in teaching English in basic schools, where as (30%) disagree. Thus, this statement is accepted.

5.0. Conclusion:

Studies have shown that there is significant difference between use of audio visual material in teaching and learning English. The majority of the teachers believe that the use of visual aids create enjoyable learning environment in the classroom because of sound light and color stimulate student's interest learning particularly at basic level . These aids allow the students to comprehend better because they are able to see what is exactly happening. They generate creative thinking skill and encourage the students not to just learn by listening and writing but they find their own initiative to express their understanding.

5.1. Findings:

- 1- Most of EFL teachers agree that visual aids facilitate teaching English language in basic level schools.
- 2- Video is more effective than cassettes because of using sound and pictures at the same time .
- 3- Most schools lack visual aids Lap.
- 4- If the visual aids are well handed by teacher the students they will not face the problem in understanding English language.
- 5- The use of visual aids in English classes is very important for further understanding.
- 6- Most EFL teachers at basic level school are not trained on using visual aids.

5.2. Recommendations :

- 1- All English teachers should use visual aids particularly in basic level schools.
- 2- Teachers should concentrate on using video because it is more effective than cassette.
- 3- Visual aids labs should be available at basic school because it is very necessary.
- 4- Visual aids should be well handed by teachers.
- 5- Both EFL teachers and learners should know how to use visual aids for further understanding.
- 6- EFL teachers at basic level should trained on using visual aids.

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