

A Study of the Effectiveness of Audio Visual Programme for the Developing English Conversational Skills of IX Standard Students

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Abstract: *'To enable the students to speak English confidently and fluently' is one of the major objects of teaching English in secondary level in Marathi medium school. Unless we have the fluency in English language, it would not be possible to work in globalized world. Hence it is very important to develop awareness among the students and motivate them to study English.*

By traditional methods students know how to write and read but it is often observed that they fail to express their thoughts. The reason of it is they lack in confidence. This reflects even in their future life and the students even if they are qualified may not secure the deserving job due to their lack of confidence. In city life, somehow students get supporting atmosphere to develop English communication but it is big concern for the rural area. So this study includes 40 students of IXth standard of Marathi medium school as the sample from rural area and tries to focus on the use of audio visual programme to develop conversational skills, which help the students to speak confidently. The present findings shed light on uses of audio visual aids in studying English conversational skills.

Key words: Effectiveness; Audio-Visual programme; Conversational skills

1. Introduction

With over 900 million people and more than one thousand languages, India is certainly one of the multilingual nations in the world today. It is home to the Indo-Aryan and Dravidian language families, two of the world's largest. Languages of the Austro-Asiatic and Tibeto-Burman language families are also spoken in India, though by relatively few people compared to speakers of the other two families. This multitude of languages reflects India's lengthy and diverse history. During the last few thousand years, the Indian sub-continent has been both

united under various empires as well as fragmented into many small kingdoms. This has helped spread many common linguistic features among Indian languages without allowing any particular language to become overwhelmingly dominant. Having attained independence from the British in 1947, Indian leaders chose Hindi as the official language of India in the hope that it would facilitate regional communication and encourage national unity. They were aware of many of the difficulties inherent with instating a single language in India's multilingual environment, and they accordingly laid out a clear timeline and plan for introducing Hindi and phasing English out. Despite this planning, Hindi and English today still share their status as official languages. This is due to many unseen obstacles in addition to tactical errors made by some of the promoters of Hindi. These errors led to forceful counteractions by groups who felt that Hindi was being imposed upon them.

Despite the planning of the promoters of Hindi, English continues to play a prominent role in Indian life. English became the language of the intellectual elite, a situation which has been replicated in many parts of the post-colonial world. Today, English is spoken by approximately three to four percent of the Indian population. Although this is a minority, it is perhaps the most elite and influential minority in India today. So it is big task to expand the percentages of English speakers in India. Government of India also decided to bring exact policy about languages spoken in India. The diverse history, the diverse culture and the diverse region made Government to brought Three Language formula in India.

The **Three-language formula** is a formula of language learning formulated by the Union Education Ministry of the [Government of India](#) in consultation with the states. The formula was enunciated in the 1968 National Policy Resolution.

It provides that children in the [Hindi](#)-speaking states are to be taught three languages, namely Hindi, [English](#) and one of the South Indian languages. The children in non-Hindi-speaking states are to be taught the local language, English and Hindi.

The formula was formulated in response to demands from non-Hindi speaking states, such as [Karnataka](#), [Andhrapradesh](#) and mainly [Tamil Nadu](#).

In effect in Maharashtra state Marathi, the regional language is used as first language. Hindi, the national language is used as second language and English, the global language is used as third language. But to survive in this competitive world one should know the English in better way. We should understand the importance of English and its usefulness. Following lines will state the importance of English in the today's world.

Though English is a foreign language for Indians, yet it occupies a unique position in our country. It has its own utility whether we are at home in the state or in the other country. English is considered as the "Queen of languages." English is an international language. (T.C.Baruah, 1991, p.4) English language is "The key to open all the doors of knowledge." English language

is also called as 'Library Language' (English Teacher's handbook, Third revised Edition, 1991, p.2) and medium of instruction and comprehension. English language is a link between our National and International Commerce. An English offer is the distilled essence of modern knowledge in all fields of human activity, in all branches of study. English possess great literature.

English is the pipeline for the stream of knowledge. It is major window on the world. English subject occupies a very important place in present education; it is the life of our country. English language dominates in secondary and higher secondary education. English language is a means of instruction in Medical, Engineering, Mathematics, Law, Economic and Science etc. It covers every phase of human life. It is tools of modern information technology like computers, Internet, television, and multimedia, which brought the world together through common language. It is highly essential to know the language for communication. In general, the most useful language is English. English is a language used in High Court and Supreme Court. It is the language of union and state Government

Language teaching involves many methods. All the available methods may be appropriate to different contexts. There is no one single method strongly recommended in the teaching of English since the level of the learners differs from one another. So, it becomes inevitable for a teacher to know the different methods of teaching & learning awareness of variety of methods help him to apply the relevant method in his classroom successfully.

As a teacher the objective of teaching English must be achieved. Many children learn several languages at a very young age but some fail to learn even the basic English. A child acquires all the necessary skills in his mother tongue easily whereas it fails in the second language. So to knowing the importance of the fact, various situation demands change in methods. In effect several methods were introduced for the development of English skills. The brief account of methods used for the development of English language is listed as follows.

THE GRAMMAR – TRANSLATION METHOD

The (Grammar Translation Method) is a cross lingual technique. It is used in language learning. Grammar is given more importance in this method. Learners understand the grammar rules better. The exercises in this method put the learner into an active problem-solving situation. In the schools, the teachers often follow the traditional method of translation technique. It is an easy way to explain things. Great Indian leaders are the past had attained remarkable progress in this method. Reading and writing are the major focus. Vocabulary selection is based solely on the text used. The words are introduced through bilingual word lists dictionary and memorization. The grammar rules are presented. A list of vocabulary items is presented with

their translation meanings. Translation exercises are prescribed. Grammar is taught inductively. Mother tongue is the medium of instruction.

THE DIRECT METHOD

The Direct Method was introduced in France and Germany. In the U.S., it is known as Berlitz Method. The main aim of this method is to help the students to speak the target language (L2) fluently and correctly.

In this method, a short text is presented and difficult words are explained in L2 to the learners. The understanding is tested by questioning and the students learn grammar rules on their own. Question-answer sessions, interaction exercises, intensive classroom drills, dictation, free composition, pronunciation are done in the classroom to develop and strengthen L2.

THE BILINGUAL METHOD

Dr.C.J.Dadson developed the Bilingual method. This method needs L1 and L2. The approach begins from Bilingual and becomes monolingual at the end. The teacher uses both mother tongue (L1) and the target language (L2) in the classroom. This may be considered as a combination of the Direct Method and the Grammar Translation Method.

S.O.S (The Structural-Oral-Situational approach)

The SOS approach was officially accepted by the Madras Presidency in 1950. Till 1990, the SOS has been practiced in schools in South India. It is a communication of certain aspect of the Direct Method, oral and Audio Lingualism. The basic importance features of this approach are: Learning a language is not only learning its words but also the syntax. Vocabulary is presented through grades. The four skills of (LSRW) Listening, Speaking, Reading and Writing are presented in order. Sentence patterns exist and can form the basis of a language course. Classroom teaching and learning are made enjoyable. Concrete linguistic items are taught through Demonstration. Abstract ideas are taught through association. It helps to develop learners' competence in the use of structure in L2.

LATER TRENDS

Communicative Language Teaching (CLT)

CLT is a functional approach to language learning. In 1972, this language course was proposed in Europe. The main aim is to develop the communicative competency of the learner. His need of understanding and expressing in the L2 is the main focus of this method. It is an eclectic approach. CLT involves many classroom activities like group work, pair work, language

games, role play, and question-answer sessions. It is not confined to any set of text books. The learners are mostly introduced task based and problem solving situations.

Such changes in methods bring easiness in acquiring the four skills of English language. These are Listening, Speaking, Reading and Writing. Among these skills they are interdependent like speaking depend upon listening and writing depend upon reading.

The English course book of any standard emphasizes on developing the four skills, in fact it is one of the most important objective of teaching English at secondary level. But it is a fact that even students of 12th standard are not able to speak in simple English; many of them struggle to read English with proper stress and intonation. Writing task become challenging due to the different grammatical constructions. Lecture in English becomes a problem to understand. Therefore it is important to boost the confidence of students and to develop all four skills at secondary level through audio visual programme during the year.

The authors of the present article conducted another review regarding uses of audio visual aids to develop English skills and found that there were very few research studies in the area. Some researches refer the various ways of the language skills development considering the students learning problems. (Cecil D.Mercer & Ann R.mercer's, 1989, p.273) Without good research, one cannot be sure about the effectiveness and usefulness of audio visual aids for the development of English conversational skills.

The present study shows how the use of audio visual aids attracts the students' attention which is important for development of the conversational skills of English.

2. Method and Findings

Research is an intellectual activity. It is responsible for creating new knowledge. It is also responsible for establishing new principles, theories and conceptions. It also aims at correcting mistakes and overcome problems as well as find out the real cause behind something. Research is a systematic activity executed with proper planning, careful observations and analysis of the accumulated information.

In that respect every research study brings something new to the upcoming generation. Regarding the development of English conversational skill, the past research has found wide variation as like the English conversational skill development using co-curricular activity, using class activity, using simple method like teaching learning activity. But in present study the researcher has used audio-visual aids for the development of English conversational skills.

In present study, the researcher examined 1) the present status of performance in conversational skill through Pretest.2) identify the mistakes committed by the students in English conversational skill.3) classify the mistakes according to the sub –skills.4) prepare audio visual based programme for development of conversational English skills in the area of mistakes. 5) And study the effectiveness of audio visual based programme in conversational English through post test.

2.1 Method

Multi method is used for this research study. In it serve method is used to find out poor performer, later product development method is used to create audio visual programme for the development of conversational skills and finally experimental method is used to find out the effectiveness of the programme. 59 students of IX th standard were selected for the pre test as sample of the study.

Pre-test was administered to find out the poor performer of IX standard students. It is based on the pattern provided by Maharashtra Secondary and Higher Secondary Board.

- **Nature of Pre-test**

Four skills were included in the pre-test. They are as follow.

1. Listening skill.
2. Reading skill.
3. Speaking skill.
4. Conversational skill.

First skill i.e. listening skill was tested for 6 marks. In the ‘Listening Skill’ section the researcher pronounced three different words. Each word was pronounced twice by the researcher. The students were asked to listen it carefully and write it on the paper which was provided by the researcher. The second part of the section is that, the researcher again read the three sentences one by one. Each sentence was read twice by the researcher and the students were asked to listen it carefully and write it on the paper which was provided by the researcher.

Second skill i.e. ‘Reading Skill’ was tested for 4 marks. Students were called one by one to read the passage provided by the researcher. The researcher used rating scale for giving marks. Pause, Stress intonation, Pronunciation and reading with understanding, these aspects were focused and have given rating scale as per the performance of the student.

Third skill i.e. ‘Speaking Skill’ was tested for 5 marks. The researcher gave four different topics and asked each student to choose any topic and speak at list for two minutes. Each student were called individually and asked to perform independently. The researcher used rating scale for giving marks to it. Pronunciation, Confidence, Stress-intonation and pitch variation, these aspects were focused and have given rating scale as per the performance of the student.

Fourth skill i.e. 'Conversational Skill' was tested for 5 marks. The researcher gave four different situations and asked the students to choose any one of it. The researcher asked 6 to 8 questions related to the topic which was chosen by the student. And student answered the questions raised by the researcher. The researcher used rating scale for giving marks to it. . Pronunciation, Confidence, Stress-intonation and pitch variation, these aspects were focused and have given rating scale as per the performance of the student.

After pre-test the researcher analyzed the mistakes committed by the students and selected 40 students as final sample of the research. Thereafter the researcher developed a programme by using audio visual aids. While developing audio visual aids programme researcher believes that visual aids create interactive and varied learning experiences that reach students with a wide range of learning style or abilities.

Learning English language can be especially challenging for students. Visual aids serve as tools for translation, as students build target language vocabulary. Images with labels that describe items and actions provide students with a visual demonstration of target language concepts. Previous theories of language teaching presumed that language learning was mainly a skill of rote memorization. Now, modern language learning theories support the belief that language learning should be a creative, active process supported by several modes of relaying information, including visual support.

Visual aids are particularly valuable in language learning classrooms because many images, graphs or other forms of visuals speak a kind of universal language, in which all students have access to the information, regardless of language ability. Keeping this thing in mind researcher developed audio visual programme for the development of conversational skills. Researcher considers the following programme development stages to bring exact output in experiment.

Programme Development Stages.

1. Define the objective
2. Review of different Audio Visual Based programme
3. Collection of Audio Visual Based programme
4. Selection of Audio Visual Based programme
5. Final Draft of programme
6. Validation of programme by experts
7. Pilot Study
8. Revision of programme
9. Final Draft of programme
10. Administration of programme

The guide suggested the positive changes to make the tools accurate. The researcher made changes suggested by guide.

The researcher discussed the modified tools with subject teacher and experts in the English field. Some positive changes have suggested by the experts. The researcher made changes suggested by the experts.

Pilot Study

A pilot study was conducted to test the validity of tools in the research study. This served as a preliminary trial for the try out and modification of tools. It was carried out in IX standard of Div.B, which was not included in the experiment.

Content for the pilot study

Every skill taught and given practice by one activity. One literary form was chosen for practice as conducted as a tryout.

Skills

Listening – For the development of listening skill the researcher read the passage loudly and students were asked to listen it clearly and also asked to write the answers of the questions written on the black board.

The researchers used tape recorder and computer for playing cassettes of different situations, prose passage and storytelling.

Reading skill – For the development of reading skill the researcher did the following things.

Model Reading – The cassette of model reading was played and students were asked to concentrate it and to follow it.

Aloud Reading – The students were asked to read the paragraph as it was read in the model reading.

Singing Poem- The cassette of poem was played and students were asked to sing with the cassette.

Role Playing – Students were asked to enact the character with gesture by reading drama.
Drilling – Students were asked to drill some difficult words and pronounce it clearly.

Reading with understanding – Students were asked to read the passage silently and answer the questions written on the blackboard.

All the activities were done only one time each. At the end the researcher conducted reading practice.

Speaking skill – For the development of the speaking skill the researcher used following activities.

1. Picture Description – The researchers showed the picture of various places and scenes and students were asked to describe it in simple sentences for two minutes.
2. Group activity – The researchers formed four groups of students and each group was asked to put ten different topics in the bowl. Thereafter every student of other group was asked to come forward and pick the paper containing a topic and speak about two minutes related to topic.
3. The researchers has given five topics to speak. Every student was asked to choose the topic and speak about two minutes.

After conducting activities the researcher took the test of speaking skill.

Conversational skill – For the development of the conversational skill the researchers used the following activities.

1. The Researchers has given five topics of different situations and students were asked to choose any situation that he liked. Then the researcher asked some questions related to the situation that was chosen by the student and student answered the questions.
2. The researchers organized conversation between two students and it was recorded. Thereafter the researcher made the students to listen their conversation to point out the mistake that they committed.
3. The researchers took the interview of a student related to the topic about their likeness, hobby, their ambition, their family, friends, school etc.
4. The students were asked to perform any one of the situation given by the researcher by enacting.

The researchers conducted these activities only one time and later conversational skill was tested. There was no need to make any significant changes in test so it remained the same. The observations reflected that the experiment part of the research was practicable.

Finalization of the Action plan

After conducting the pilot study final action plan was prepared. It was ready for the implementation for the experiment.

Finalization of Tools

After the result of pilot study the tools finalized. The researchers took the guidance of guide to finalize the tools of data collection. The test was prepared by the researcher and it was standardized by the expert in English field and guide.

After pre-test the researchers analyzed the mistakes committed by the students and selected 40 students as final sample of the research and implemented a programme by using audio-visual aids for 21 days which were optimized duration based on pilot study and expert opinions, repeatedly to overcome the mistakes. Post-test was administered after the completion

of programme on experimental group. Thus after post test, the data was interpreted and analyzed later.

The research is divided in to five chapters. The first chapter deals with the brief summary of the research. It gives whole information of research including statement of research, operational definition, objectives of research, assumption of research, population, sampling, need of research, tools for data collection, statistical tools, and hypothesis.

The second chapter of the research deals with the review of the related literature and research. In this chapter the researcher described, how the researcher got the help of the review of related literature and research to finalize the statement of research and the methodology of the research.

The third chapter deals with the methodology of the research. It described how the researcher did whole procedure of the research and how the researcher selected sample, tools for data collection, population, and statistical tools, preparation of the programme, pilot test, implementation of programme, and the pre & post test

The fourth chapter deals with analysis and interpretation of data. This chapter described the whole procedure of data analysis and interpretation by using statistical tools. Observations and conclusions were drawn in this chapter by the researcher. Table analysis and graph analysis also done by the researcher in this chapter.

The fifth and the last chapter of the research deals with interpretation, suggestion and recommendation. This chapter described the summary of the research in brief, the major findings of the research, recommendation and the suggestion for the further study.

2.2 Results

Conversational skills development covered four aspects i.e. listening skill, reading skill, speaking skill, and finally conversational skill. To measure all these skills, pre & post test were conducted as per pattern provided by Maharashtra State Board which considered as standardize test. Again every skill was analyzed with sub skills. Rating scale was used to find out exact outcome of the particular skill.

The following chart shows mean for the skill wise difference and effectiveness of the programme.

No	Skills	Pre-test (M1)	Post-test (M2)	Difference
1	Conversational skill	1.9	3.0	1.1

2	Reading skill	1.9	2.8	0.9
3	Speaking skill	1.9	2.5	0.6

When all the skills consider as together the following table shows mean for integrated conversational skills in pre test and post test.

No	Pre-test (M1)	Post-test (M2)	Difference
1	7.50	13.88	6.38

The following chart shows how the programme was implemented and what psychological support is used for it.

No	Skills	Programme (Activity.)	Psychological Support.	Duration
1	Listening	Story Telling Paragraph Questions Right Responses Right picture	When child learn mother tongue, the first action of the process begins with, listening the words uttered by mother, father and family members. Mother utters the words and child tries to imitate it. It is clear indications that unless one develops it's listening skill first, it is not possible to develop speaking skill.(Dr.V.R.Bhintade/V.M.Kulkarni,2006,p.32)	13and half hours
		At the beach Town Map Polite Responses English News English Movies	Considering this fact, the researcher used 9 days of the programme for the development of the listening skill by using various activity as an opportunities for listening practices. Each activity is conducted by using various audio visual aids like tape recorder, computer, television, computer animated clips, dvd player for watching movie. It is fact and has psychological support that students have an attraction of such things and concentrate hardly. In effect it becomes easy to do the experiment of development of conversational skills using audio visual aids.	13and half hours
2	Reading	Model Reading Drilling	Another psychological support for the development of conversational skill i.e. unless one read something in English every day, it is	3hours

			not possible to develop conversation skill. So the researcher used some model reading cassette for the development of proper pronunciation, pause, stress and intonation, pitch variation and clarity of the words.	
3	Speaking	Dialogue Role Playing Pick and Speak	Another aspect of the development of conversational skill i.e. speaking practices. With the help of audio visual aids students develop speaking skills. It creates interest among them.	6hours
4	Conversation	Group Discussion Debate	Conversational skill is developed by students by using group discussion and debate on interested and popular topics. Such type of platform creates confidence and interest among them.	3hours

2.3 Findings

1. There is remarkable improvement in case of listening and speaking skills after implementation of the programme.
2. The improvement of Conversational skill using audio-visual programme was found very effective.
3. The performance in Reading was satisfactory in the pretest. There is a marked difference substantially in the post test.
4. Those whose performance was very poor in pretest have improved considerably in listening and speaking skills due to the implementation of programme.
5. The scores of some students are still below average.
6. When all 4 skills scores are taken in together, there is an overall improvement in post test.
7. In general there is improvement in general performance of the students after the treatment given in conversational skills.

2.4. Recommendation

1. Deliberate efforts are necessary for the general improvement in Listening, Reading and Speaking skills.
2. The use of 'Audio-visual aids' creates interest among the students, so it should be used by English Teacher while teaching English in classroom.
3. Teacher of English should provide ample opportunities and platform to the students for the development of conversational skill.
4. Teacher should use audio –visual aids programme for the exposure of Listening, Reading and Speaking skills.

2.5. Conclusion

This research study finds that students have real attraction of audio visual aids and if it is systematically used in development of English conversational skills then it would be beneficial and effective. The success of this research study, the researcher believes that it is possible to

improve the confidence and performance of students at secondary level. Students will also become learners in their future life and be successful in their life.

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