

# EFFECTIVENESS OF AUDIO-VISUAL AIDS FOR TEACHING ENGLISH POETRY AT SECONDARY LEVEL

Navneet Kaur  
Assistant Professor  
Khalsa College Of Education  
Amritsar

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**Abstract:** The importance of language is gradually being recognized by those who are keenly interested in the process of real education. In India one of the main functions of education is to develop in the individual an ability to communicate with others as well as to express himself in a suitable language. Language is a mean of communication and the most valuable possession of human race. In language human experiences are recorded and transmitted to the new generation.

**Introduction:** Language is an essential element that has a great influence on human society and without language all cultural activities would remain dormant and all human experiences would be rendered insignificant. Without language a human society would be unthinkable, human thought that would be un-communicable.

All languages rely on the process of semiosis to relate a sign with the particular meaning spoken and signed languages contain a phonological system that governs how sounds and visual symbols are used to form sequence known as words or morphemes and syntactic system that governs how words and morphemes are used to form phrases and utterances. Written languages use visual symbols to represent the sounds of spoken languages, but they still require syntactic rules that governs the production of meanings from sequences of words.

Poetry is regarded as the noble thought and noble emotions caught in noble language. It's main importance in the classroom is that it brings the students into contact with the human nature and also with feelings and aspirations of great souls. The value of teaching poetry in language course at secondary school level is immense. It leads to an all round development of whole personality of pupils, particularly the emotional life and develops the aesthetic and intuitive aspects. It enriches their emotional life and develops the aesthetic sense among them. Students get pleasure through system and rhyme of poetry. Children are very fond of poetry due to its musical sounds and rhythms. Poetry introduce variety and it is a good antidote against boredom.

The importance of audio-visual aids in communication and learning has been recognized from early periods. Greek and Romans are reported to have used words, pictures, symbols to convey their thoughts and information Rousseau also discouraged the use of words in education and surrounding of the child should also be taken into consideration. He suggested a shift from teacher centered education to child centered education. Froebel recommended teaching the child from things around him. Montessori suggested that children should be provided with opportunities as learning by doing is quite significant in giving new knowledge.

**Literature Review:** Venkatraman and Venkata Subramanian (1971) conducted a study which intended to know critically how the audio-visual education program works in secondary schools and the attitude of the teacher regarding the use of audio-visual material.

Golani (1982) carried out a study on the use of audio-visual aids in the secondary schools of the district Thane to create awareness among teachers and heads of the secondary schools about the importance of audio-visual aids. He concluded that the teaching aids were essential and useful in developing clear concepts and helps in stimulating learning.

Sylvester S.P. (1991) conducted a study on educational technology and the learning and teaching of English in India and drew out the conclusion that T.V. and video are additional tools in the hands of the English teacher. They have to be used to supplement the existing teaching material.

Rajender Kumar (2006) conducted a comparative study on the effectiveness of communication technology for teaching information technology to secondary school students and concluded that multimedia instructional system was found to be the best instructional system than two instructional systems i.e. audio-video instructional system and conventional instructional system.

R.K. Anuradha (2012) conducted a study on effective use of audio-visual equipment and materials in classroom teaching and concluded that the school administration is not taking any steps to procure and utilize the audio-visual equipment in right manner. To have a proper utilization of available audio-visual equipments, provision should be made in the time table so that the students should get the advantage of using and learning the information through audio-visual equipment and materials.

## Objectives of the Study

- 1.To study the effect of Audio-Visual aids in teaching of poetry in English.
- 2.To study the sex variations in the mean achievement scores of experimental group.
- 3.To study the effect of audio-visual aids in terms of pupils achievement in English poetry in relation to their intelligence.

## Hypotheses of the Study

1. There is no significant differences in the mean gain scores of the students in English poetry taught through audio-visual aids and traditional method.
2. There is no significant difference between the mean gain scores of students in English poetry taught through audio-visual aids and traditional methods in relation to their intelligence.

3. There is no significant difference between the mean gain-scores of boys and girls of experimental group in English poetry taught through audio-visual aids.

4. There is no significant difference between the mean gain scores of boys and girls of controlled group in English poetry taught through audio-visual and aids.

**Design of the Study:** The present study falls under the domain of experimental research. The investigation intends to involve two groups of students viz. Experimental group and Control group from 9th grade. These groups will be equated on their intelligence.

**Sample:** A sample of 100 students will be included in the study. These students will be equally divided into 2 groups i.e. experimental group and control group.

**Tools Used:** The following tools will be used to assess intelligence and the achievement of the students included in the sample of the study.

1. Raven's Standard Progressive Matrices.
2. Investigator will prepare video disc.
3. Investigator will prepare transparencies.

**Major Findings :** The major findings of the present study are given below:

**Table 1**

**Showing 't' Value of Mean Gain Scores of Experimental and Controlled Group**

Groups	N	Mean	S.D	R	S.E.D	Mean difference (D)	df	t-ratio	Remarks
Experimental	50	3.86	1.539	0.279	0.31	1.3	97	4.19	Significant at 0.01 level
Controlled	50	2.56	0.675						

Table 1 reveals that the mean gain scores of experimental and controlled groups are 3.86 and 2.56 respectively. The obtained t-value (t=4.19) is significant at 0.01 level which shows that there exists significant difference in achievement of students in English poetry of experimental and controlled group.

The mean gains scores of experimental and controlled group are 3.86 and 2.56 respectively and their mean difference (D) is 1.3 which reveals that group taught with audio-visual aids have higher mean gain scores as compared to group taught with the traditional method.

**Table 2**

**Showing Mean Scores, SD, t-value of Mean Gain Scores in English Poetry Across Different Levels of Intelligence**

Levels	Groups	N	Mean	S.D	S.E.D	Mean difference (D)	df	t-ratio
High	Experimental	9	3.67	1.500	0.35	1.3	34	3.7413
	Controlled	27	2.37	0.629				
Average	Experimental	27	3.85	1.562	0.34	1.02	43	2.62
	Controlled	18	2.83	0.707				
Low	Experimental	14	4.00	1.617	0.497	1.4	17	2.8
	Controlled	5	2.60	0.548				

Table 2 reveals that the mean gain scores of high intelligent students of experimental and controlled are 3.67 and 2.37 respectively and mean difference is 1.3 't' value (t=3.7143) is significant at 0.01 level which reveals that students belonging at high level of intelligence of both the groups differ significantly in their achievement and more over, the mean gain scores of high intelligent students are in favour of experimental group (M=3.67).

Further, the mean gain scores of average intelligent students of experimental and controlled group are 3.86 and 2.83 respectively and mean difference D is 1.02 't' value (t=2.62) is significant at 0.05 level which reveals that students belonging to average level of intelligence of both the group differs significantly in their achievement and mean gain scores of average intelligent students of experimental group (M=3.85) are higher than that of controlled group (M=2.85).

A glance at table 2 reveals that mean gain scores of low intelligent students of experimental and controlled group are 4.00 and 2.60 respectively and the mean difference (D) is 1.4. Further 't' value (t=2.8) reported in the table is significant at 0.05 level which mean that students belonging to low level of intelligence of experimental and controlled group differ significantly in their achievement. Also mean gain scores are in favour of low intelligent students of experimental group (M=4.00).

**Table 3**

**Showing ‘t’ value of Mean Gain Scores of Boys and Girls of Experimental Group**

Group	N	Mean	SD	S.E. D	Mean difference (D)	df	t-ratio	Remark
A	28	3.80	1.708	0.439	0.12	48	0.3	Insignificant at 0.01 level
B	25	3.92	1.382					

Table 3 reveals that mean gain scores of boys and girls are 3.80 and 3.92 respectively and mean difference (D) is 0.12 calculated ‘t’ value (t=0.3) is not significant at 0.01 level which clearly shows that boys and girls do not differ insignificantly in their mean gain scores when taught through audio-visual aids.

**Table 4**

**Showing ‘t’ value of Mean Gain Scores of Boys and Girls of Controlled Group**

Group	N	Mean	SD	S.E. D	Mean difference (D)	df	t-ratio	Remarks
A	25	2.6	0.712	0.193	0.04	48	0.21	Insignificant at 0.01 level
B	25	2.56	0.651					

Table 4 reveals that mean gain scores of boys and girls are 2.6 and 2.56 respectively and mean difference is 0.04 calculated ‘t’ value (t=0.21) is not significant at 0.01 level which clearly shows that boys and girls do not differ significantly in their mean gain scores when taught through audio-visual aids.

**Conclusion :** Audio-visual aids plays an important role to improve the achievement of students in English poetry because.

- It makes the students to participate actively in the educational process.
- It can be used with all the categories of the students viz. high, average and low intelligent students.
- It increases the concentration of students in English poetry.

So, a teacher should use audio-visual aids in teaching poetry in the classroom which can make her task more easy and students can achieve better in English.