ABSTRACT

In this modern era where the teaching-learning process is rapidly changing various new methods and techniques have entered in the field of education. One of these methods is the use of audiovisual aids. Audiovisual education has enabled teachers to convert monotonous learning environment of the classroom into an interesting and effective phenomenon. By stimulating multiple senses these audiovisual aids enhance students’ analytical and critical thinking thereby improve their comprehension skills and make learning permanent. The current study is a quasi-experiment with ‘One-Group Pretest–Posttest Design’ which investigates the effectiveness of audiovisual aids on secondary school students’ ability to elicit meaning from the text. Study population was consisted of 40 secondary school students. Students were subjected to a ‘theme-based comprehension’ test twice, before and after exposure to an audiovisual clip. An evaluation of both answers of each participant was held by comparing them with the four predefined possible themes. Likert Scale based rating of both answers of every participant was then performed and each of these two answers was assigned a score (i.e., level of comprehension 1, 2, 3, and 4). The pre and post intervention results were analyzed using paired samples t test. The results suggest that audio-visual aids are effective in increasing the students’ ability to comprehend meaning from the text as indicated in the significantly improved meaning-extraction-ability scores for post-intervention assessment. But the underlying cause of improvement is still unclear i.e., to what extent the individual comprehension skills namely, prediction-ability; visualizing-power; questioning-ability; connecting-skill; identification-power; inference-power and evaluation-capacity were improved.

Keywords: Audio-Visual Aids, Meaning Extraction, Comprehension Skills, Active Learning

1. Introduction

As it is known that a teacher uses various approaches to teach his students and enhance their active learning. Over the years, with the effort of teachers, different methods and techniques have entered in the field of education. One of these methods used by the teachers to make effective learning possible, is the use of audiovisual aids (Al Mamnum, 2014). The audiovisual resources kindle the interest of learners and aid the teachers to describe the concepts easily. These audiovisual resources are basically the instructional aids that are used in the classroom to assist and encourage the students to extract meaning from the context. According to Burton (1955), audiovisual aids stimulate and support effective learning. Also, Kinder (1942) states that, with the use of audiovisual resources the learning experience can be made more real, accurate and active. “Individuals learn better when they receive information in their preferred learning style (for example, visual, auditory or kinesthetic)” (Coe et al., 2014). The reason for choosing the significance of audiovisual resources for learners in drawing the explicit meaning from the given context is the fact that most learners in this age of technology and revolution are visual learners. It has been observed that, now-a-days, students learn information the most by seeing it in the form of an example, such as, a picture, or a map, or a video. Moreover, these students are brilliant at visualizing objects; planning and anticipating the outcomes in a spatial sense; finding delight in inferring their answers in various colors to portray their complex thought process. Audiovisual resources-based learning can be an extremely significant tool (Tang & Intai, 2018). Typically, this type of learning is not developed in most of the school systems. It requires a lot of knowledge and expertise to implement this learning in the classroom.
Many teachers which implement these audiovisual resources in their classrooms, lack the expertise required for attaining the immense benefits of these tools. They rather use these resources to take the burden of explaining the context to students, off their own shoulders. For instance, some teachers use textual description, pictorial or video presentation of the topics they want to teach and without explaining anything properly, they just run the presentation and so the lecture time passes easily. Teachers should plan properly before using audiovisual aids (Rasul et al., 2011). In addition, teachers do not work on the visual literacy (the ability to be an informed critic of visual information, able to ethically judge accuracy, validity, and worth.) of their students.

As not every student is visually literate thus, despite the availability of audiovisual aids, student struggle on their own to read and examine the verbal and visual messages, grasp meaning, inquire irrelevant data, and build an audiovisual response to it. Therefore, the experts refer audio-visual education as ‘careful and integrated’ use of wide range of audiovisual aids (Lanza, 1954). Although it is always challenging to make proper use of audiovisual resources with secondary school students but, in this research authentic audiovisual resources have been used. Considering the actual understanding level of the students, the context was clearly explained. This research was conducted on 40 (20 males and 20 females) secondary school students. Also, current inquiry was taken place in a public school in a village in the north of Irbid-Jordan. The aim of this research was to examine the effect of audiovisual aids on secondary school students' ability to extract meaning from the given context. The following literature review section includes the main aspects that make up the research question. Then a detailed methodology of the process will be followed by ethical considerations and analytical discussion of the findings. The final section is a reflective discussion and conclusion on audiovisual education as a practice.

2. Literature Review

2.1 The Role of Audio-Visual Aids

In rich as well as poor countries the educational scene is rapidly changing. With the large-scale production of books, and other teaching materials in the rapidly developing modern world, it has become difficult to keep up to date. So, the ‘audio visual media has been thoroughly used by teachers and learners and has become an interesting teaching tool for teaching-learning process” (Daulay et al., 2020). In fact, now the audiovisual resources are being used in the schools to an increasing extent, to provide a means for furthering the students’ understanding (Muir & Bucknell, 1967). In fact, audiovisual media of television and internet is playing a vital role as a replacement for personal contact. Cruz Raudez et al. (2019) state that “as the saying goes, a picture is worth a thousand words, comprehension of vocabulary and concepts is more accessible if the children are able to have a visual representation of something that is taught by the teacher”. Thus, these audiovisual resources are important aids to the efforts at education for enhancing students’ understanding. How to make the best use of these resources, prevent their pitfalls and correct the resultant misinformation is a subject that merits the highest attention (Muir & Bucknell, 1967).

2.2 The use of Audio-Visual Aids in Education

Integrating the audiovisual aids in the curriculum is not always easy especially, in some schools where the curriculum is slightly rigid. However, when not integrated meticulously, these aids get isolated and ineffective. The educational phenomena even when occurring in public contexts like schools, are largely hidden from the public eye. The teacher and the students are the actors that are present on the stage; what occurs in the time, space and relations within a classroom belongs exclusively to their view (Farné, 2017). A teacher must keep in mind four important points while dealing with audiovisual resources for school: proper selection, proper production, proper utilization and finally, proper evaluation (Muir & Bucknell, 1967). Audiovisual resources can help students acquire knowledge in many disciplines such as history, geography, languages, culture, civics, and economics etc. Although these resources have great emotional impact and they can be great help but, in order to develop the spirit extracting the meaning from the context the essential element is the encouragement by the teachers (Muir & Bucknell, 1967).

2.3 Aspects of Teaching Method to be Considered in the Use Audio-Visual Aids

The proper use of these technological media with novel teaching practices can render the process of “teaching and learning” more meaningful, effective, and exciting. For making audiovisual
sessions productive, a teacher requires to test and experiment the resources before starting classroom instructions. Whereas, when a teacher fails to do proper planning and acts as being self-literate about the audiovisual resources present in the course that ends up in frustration (Mathew & Alidmat, 2013) and, students find audiovisual resources irrelevant. Frustration is more visible in the students when the materials and used in an audiovisual session do not match with their cognitive levels. Therefore, the use of audiovisual aids needs more care since it provides a chance for effective communication between students and the teacher, in the classroom. The instructional material presented through audiovisual media must meet students’ interest and needs (Majeed & Hameed, 2020). Audiovisual aids must contribute to the curriculum rather than dominate it and while utilizing them a teacher should hold a positive attitude (Mathew & Alidmat, 2013). One study recommends that “stakeholders should use suitable media, resources, methodologies and personnel to advance audio-visual teaching materials in EFL Classes” (Wondimtegegn, 2020).

2.4 Impact of Audio-Visual Aids on Students’ Comprehension

Audiovisual aids when joined with ‘survey, question, read, recite, and review’ (SQ3R) can boost the students’ reading skill and change classroom environment into a teaching-learning activity. In 2018, Atmajia analyzed the use of audiovisual aids to improve the students’ reading skill and suggested that these aids enabled the students to determine the main idea, meaning of the word, purpose of the given text. The improvement of students’ comprehension was very clear as they identified explicit as well as implicit information. Irnawati et al. (2020) suggested that the audiovisual clips attract students’ attention and resultantly strengthen their learning motivation. Specialists agree on the significant role audiovisual aids play in enhancement of the learning of students that are a part of a generation already familiar with the ‘visual-interface’ of multimedia technologies. According to Pateșan et al. (2018), audiovisual aids help teachers to grab and maintain students’ attention, keep them motivated and engaged. In this way the students learn better and retain information for a long time. In her study ‘The Effect of Audio-Visual Media on The Students’ Participation in English Classroom’, Sukma (2018), proposed that the information when given in the form of audiovisuals provides students with the stimuli to grasp new knowledge far beyond what is served. She implies, the audiovisual media plays an important role to make students actively participate in the classroom. But these audiovisuals which provide students with the actual description of any particular context demand the simultaneous use of sense of sight and sound to perceive the gist. Moreover, audiovisual media when used to deliver ‘Metacognitive Strategy Based Instruction’ encourages students critical thinking in a systematic manner (Salasiah et al., 2018). But a teacher should always be very selective in choosing they type of audiovisual aids for teaching (Sari Manik, 2019). Ibe and Abamuche (2019) studied how audiovisual aids influence the students’ interest and achievement in a particular secondary school subject; they stated that students subjected to lessons based on audiovisual media contents achieved higher test-scores than those who were not exposed. Such lessons not only enhanced students’ comprehension but their interest as well.

One similar research by (Tang & Intai, 2018), suggests the use of audiovisual aids increases student’s comprehension and they become active learners. In 2018, Kurniati employed one of the modern audiovisual medium, ‘Digital Fairy Tale Book’ to teach reading comprehension, proposed that such teaching technique renders the students eager to learn the text and comprehend the meaning of the text. Experts agree that audiovisuals arise students’ curiosity and motivation (Saripalli et al., 2018). These interactive media also develop analytical/critical thinking and reasoning. Audiovisuals become clue in interpreting the meaning of the text and students build clear and accurate concepts (Ulloa & Díaz, 2018).

Teacher’s mindfulness and expertise regarding teaching aids directly influence the classroom environment. They observe their teacher’s attitude, his teaching styles, and novel techniques that he uses. Students then build opinions and assumptions on daily basis. A study found that video “attracts the attention of students by remembering that the contents of the video message are more striking and have a long-lasting memory” (Ariawan & Sulistyani, 2020). Therefore, with the proper use of audio-visual aids by their teachers “the students reflect a high level of gratification, self-efficacy and they feel...
reinforced in their learning process” (Bărbuceanu, 2020). Moreover, Olagbaju and Popoola (2020) proposed that “social media tools with audio-visual properties such as YouTube and WhatsApp can be used to enhance the process of teaching and improve learning outcomes in reading comprehension”. These tools heighten interest, retention, and achievement of the students in reading comprehension.

3. Methodology

3.1 Overview

In this research ‘The inquiry cycle model’ was followed. The inquiry cycle model can be best described as “a process of discovering new causal relations, with the learner formulating hypotheses and testing them by conducting experiments and/or making observations” (Pedaste et al., 2012). Following this model, the research question was raised, and its validity was tested. An explanation of the research design, methodology, instruments for gathering and analyzing data, and plan of strategic teaching follow accordingly to hold the continuum. In the final section, a focused evaluation of the results will be made to improve students’ outcomes and inform future practice.

3.1.1 Research Question: Is there a significant difference in secondary school students’ ability to elicit meaning from the text (level of comprehension) following participation in an audiovisual session?

3.2 Research Design and Methodology

In this research ‘One-Group Pretest–Posttest Design’ has been followed. This reason for using this specific type of research design was to determine the behavioral change in the participants and effect of the audio-visual intervention on their comprehension ability. Current research design has two characteristic features. The first feature is use of a single group of students—a one-group design. This feature represents that all students are part of a single condition or all students will be given the same information, aid, and assessments. The second feature of this research is ‘linear ordering’; assessment of the dependent variable, that is, meaning extraction ability (level of comprehension) before and after the implementation of the audio-visual intervention, i.e., a pretest–posttest design. Since, within pretest–posttest research design the effect of the intervention is determined by measuring the difference between first and second assessment of the dependent variable, it was the best match for the current research question: Is there a significant difference in secondary school students’ ability to elicit meaning from the text following participation in an audiovisual session? It enabled us to understand the role of audio-visual aid in extracting meaning from the text.

3.3 Instruments and Procedures

3.3.1 Participants: For the current research, a structured inquiry plan of 90 minutes was implemented on 40 participants (secondary school students: both male and female). All the participants were considered as one group and they were provided with the information and pre-test, post-test assessments.

3.3.2 Audio-Visual Aid: An educational audio-visual clip with English subtitles was handcrafted, having length of 5 minutes. With an aim to make student learning permanent, the clip was made in way that it contained pictures with audio and text description associated with the theme of the essay/passage (“The smallest world is family: The largest family is world”) that was used to assess the comprehension level of the students.

3.3.3 Data collection Instruments: The personal data of participants was obtained using ‘Student Information Form’ (See Appendix 4). To obtain data regarding comprehension level of the students, ‘Suggest a theme’ (See Appendix 5), a comprehension test was used. The same practice test was used before and after the intervention to evaluate student comprehension in both conditions. Every participant was given ‘Suggest a theme’ document twice. Post-intervention questionnaire (See Appendix 7) was be used to determine whether the participants found the audio-visual intervention helpful.

3.3.4 Analysis Tools: The obtained data included two continuous numeric variables (columns) which were used in the statistical analysis. The two variables represent the paired variables for each participant (row) (See Appendix 11). To analyze gathered data the paired sample t-test was applied because it compares two means that are from the same individual (See Data Analysis Plan: Appendix 11). This parametric test was run in IBM SPSS Statistics for Windows, Version 21.0. Comprehension ability of each participant was measured twice (i.e. pre-test and post-test), resulting in ‘pairs of observations. The purpose of choosing this statistical procedure was to determine whether the mean difference between two sets of observations is zero.
Steps of the data analysis procedure were defining problem statement, hypotheses, and, calculating descriptives (i.e., sample mean, sample standard deviation, test statistic and probability of the test statistic under the null hypothesis). Statistical significance was measured by looking at p-value and practical significance was analyzed to draw meaningful conclusions (See Appendix 11, 12).

3.4 Ethical Considerations

3.4.1 Ethical Approval and Access to the Participants:

The ethical approval was sought and granted from the ‘Ethics Committee’ of the school where the research was conducted. Upon receiving the ethical approval, request was sought from the principal of the school to conduct the inquiry research and get access to the participants. ‘Letter of Request’ along with the ‘Lesson Plan’ (See Appendix 1, 2) was used for obtaining permission, informing about the researcher’s identity, and provide them with a concise and clear outline of the study.

3.4.2 Informed Consent and Voluntary Participation

To make sure that every student was able to make an informed decision if they wanted to participate in the study or not, they were given the ‘Informed Consent Form’ (See Appendix 3). Students were made fully aware of the purpose of the study, how the data and results will be used, if there will be any possible adverse impacts of their participation. Also, it was made sure that students participate in the study free from coercion. Additional information was also provided in case where any student became distressed in any way during his participation.

3.4.3 Anonymity and Confidentiality

The anonymity and the confidentiality of all the students were preserved by not revealing their names and their identity at any step during the inquiry, i.e. data collection, analysis, or reporting. Privacy and confidentiality were managed carefully during the entire session. The information in the ‘Student Information Form’ (See Appendix 4) was kept confidential.

3.4.4 Minimizing the Risk of Harm

It was made imperative that the inquiry process would not cause harm to any participant, in any way (unintended or otherwise). Both physical and psychological harms in any form (stress, anxiety, decreasing self-esteem or breach of privacy) were prevented.

3.4.5 Assessment of Relevant components

The assessment of only those components that were of relevance to the inquiry (comprehension skills) was ensured. The evaluation was kept as simple as possible and the focus was held on the aim of the inquiry.

4. Results

In the pre-intervention phase, after a brief introductory session about ‘International Understanding’, students were given a comprehension test ‘Suggest a Theme’. To collect the evidence regarding their ability to extract meaning from the text, they were asked to infer the theme of the provided passage and the answers were gathered. Then an English-subtitled Video based on the content of the passage was shown to the students. This intervention was aimed to develop and support active learning classroom environment. In the post-intervention phase, students were given the same comprehension test again and the answers data was saved. The answers thus obtained provided the pre and post intervention comprehension level or meaning inferring ability of each student. An evaluation of both answers of each participant was held by comparing them with the four predefined possible themes (See Answer Key: Appendix 6). Likert Scale based rating of both answers of every participant was then performed and each of these two answers was assigned a score (i.e., level of comprehension 1, 2, 3, and 4) (See Appendix 8, 9, 10). Student’s scores data can be seen in table 1. This pre and post intervention scores data gave insight into the comprehension skills (i.e., Prediction Ability; Visualizing Power; Questioning Ability; Connecting Skill; Identification Power; Inference Power and Evaluation Capacity) of every student in both conditions.

Table 1: Pre-Test and Post Test Meaning Extraction Scores of the 40 participating students.
Although these scores provided information regarding the effect of the intervention upon comprehension ability of each student (See Figure 1a, 1b and 2), it cannot be said which of the above-mentioned comprehension skills was enhanced and to what extent it was enhanced individually. The students' response data was analyzed according to the data analysis plan (See Appendix 11). Considering the research question: 'Is there a significant difference in secondary school students' ability to elicit meaning from the text following participation in an audiovisual session?'; for the paired sample t test, null and alternative hypotheses were generated in the following manner: Hypotheses Null Hypothesis ($H_0$): There is no significant change in secondary school students' ability to elicit meaning from the text following participation in an audiovisual session. Alternative Hypothesis ($H_1$): There is a significant change in secondary school students' ability to elicit meaning from the text following participation in an audiovisual session. The students' response data was analyzed according to the data analysis plan. Considering the research question: 'Is there a significant difference in secondary school students' ability to elicit meaning from the text following participation in an audiovisual session?'; for the paired sample t test, null and alternative hypotheses were generated in the following manner: Hypotheses Null Hypothesis ($H_0$): There is no significant change in secondary school students' ability to elicit meaning from the text following participation in an audiovisual session. Alternative Hypothesis ($H_1$): There is a significant change in secondary school students' ability to elicit meaning from the text following participation in an audiovisual session. The variables were defined as:

Independent Variable: Time Dependent Variable: Meaning extraction ability (level of comprehension) score measured on two occasions

Dependent Variable Conditions
Condition 1: Pre-Test (Before Audio-Visual Intervention)
Condition 2: Post-Test (After Audio-Visual Intervention)

Upon defining the variables and their conditions the following equations were obtained.

($H_0$: $\mu_1 - \mu_2 = 0$) i.e., the difference between the paired population-means is zero.

($H_1$: $\mu_1 - \mu_2 \neq 0$) i.e., the difference between the paired population-means is not zero.

Where $\mu_1$ and $\mu_2$ are the population means of the first and second condition of the dependent variable.

Table 2. This table displays side by side descriptive statistics for the two conditions of the dependent variable.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Pre-Test</th>
<th>Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>1.27</td>
<td>2.70</td>
</tr>
<tr>
<td>SD</td>
<td>0.71</td>
<td>0.71</td>
</tr>
<tr>
<td>N</td>
<td>40</td>
<td>40</td>
</tr>
</tbody>
</table>

As stated earlier, paired sample t test was conducted to evaluate whether a statistically significant difference existed between the mean "meaning extraction ability scores" before and after the audiovisual session. Assumption testing indicated no gross violation of assumptions. The results of the paired sample t test were significant, $t = 8.06, p < .000$, indicating that there was a significant increase in "meaning extraction ability scores" from the pretest ($M = 1.50, SD = 0.71, N = 40$) to the posttest ($M = 2.50, SD = 0.71, N = 40$). The effect size was large based on Cohen's
The findings revealed a clear variation in comprehension skills of the students after the intervention and the null hypothesis of no difference between pre and post intervention performance was rejected in the favor of alternative hypothesis. Moreover, resultant ‘mean difference’ of pre and post intervention scores provided an answer for the ‘inquiry question’ that audiovisual aids have positive effect on students’ meaning inferring ability. Thus, current findings support the view that when audiovisual resources are appropriately used, new topics can be introduced in the classroom.

4. Discussion

The structured inquiry lesson plan included three successive phases. These phases were divided into different sub-phases considering the emotional, cognitive, volitional, and psychological needs of the secondary school students. The theoretical basis of current study revolves around the ‘Visual, Aural/Auditory, Read/Write, Kinesthetic (V.A.R.K.) Learning Preferences Model’ (Fleming, 2001). This model suggests that, teachers must consider all possible learning preferences (e.g., visual, auditory, read/write, and kinesthetic) of the students while preparing a lesson plan. A visual learning pattern enables the learner to visualize words and help memorizing important facts whereas, auditory learning enables the learner to use verbal analogies and relative information to understand the main idea. Strategic execution of the devised plan rendered the students to involve actively and maximize engagement rate. Using audiovisual aid in combination with behavior management strategies and instruments such as proximity, mobility, questions, directions, verbal discretions, non-verbal signals, and the audiovisual intervention kept them focused on learning and comprehending meaning from the given text.

The results revealed a significant improvement in the students’ ability to elicit meaning from the text and suggest a theme for the passage. Before the exposure to the audiovisual clip on ‘International Understanding’, themes suggested by the students were less close to exact theme of the passage while, after the exposure to the audiovisual clip more number of students were able to get close to suggesting the actual theme. As previously discussed in the results section the paired sample t test was significant, t (39) = 8.06, p < .000, indicating that there was a significant increase in “meaning extraction ability scores” from the pretest (M = 1.50, SD = 0.71, N = 40) to the posttest (M = 2.50, SD = 0.71, N = 40).

Thus, the findings revealed a clear variation in comprehension skills of the students after the intervention and the null hypothesis of no difference between pre and post intervention performance was rejected in the favor of alternative hypothesis. Moreover, resultant ‘mean difference’ of pre and post intervention scores provided an answer for the ‘inquiry question’ that audiovisual aids have positive effect on students’ meaning inferring ability. Thus, current findings support the view that when audiovisual resources are appropriately used, new topics can be introduced in the classroom.

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results showed that the combination of different modalities such as visual and auditory, causes more embedded the learning. Results also validated the view proposed by Sukma (2018) that the information when given in the form of audiovisuals provides students with the stimuli to grasp new knowledge far beyond what is served. After exposure to the audiovisual clip, a significant improvement of students’ theme suggestions was noted suggesting improvement of one or more of individual skills constitute comprehension ability (i.e., prediction-ability; visualizing-power; questioning-ability; connecting-skill; identification-power; inference-power and evaluation-capacity) (See figure 4).

The improvement in students’ ability to comprehend the meaning of text conformed the results of the research by (Ulloa & Díaz, 2018), which implies the idea of interactive media to develop students’ analytical/critical thinking, reasoning, interpreting the meaning of the text and build clear and accurate concepts.

The current results followed another model of audiovisual/multimedia learning, ‘The Cognitive Theory of Multimedia Learning’ by Richard E. Mayer which points toward the efficacy of audiovisual aids with regards to the channels of human mind processing the audiovisual information. These channels record sounds, images, and text (words) in the sensory memory (See figure 5).

5. Conclusion
Current study concludes that the use of audiovisual media as a teaching method helps stimulate student thinking and infer meaning from the text. With an effective use of an audio-visual aid, a teacher can substitute monotonous learning environment in a classroom, provided that the aid has some direct relation to the course-content. Audio-visual aids are effective in increasing the students’ ability to comprehend meaning from the text as indicated in the significantly improved meaning-extraction-ability scores for post-intervention assessment. The underlying cause of improvement is still unclear i.e., to what extent and which of the individual comprehension skills namely, prediction-ability; visualizing-power; questioning-ability; connecting-skill; identification-power; inference-power and evaluation-capacity were altered. However, findings of current early and small-scale planned case study cannot be generalized to the larger population as this must be viewed as preliminary.

Further, it is suggested to work this plan with increased number of students and add a control group in the study design (i.e., randomly assign students to groups) to see whether the factors that are beyond the control of researchers for instance, students’ previous experience of audio-visual aids in and/or outside the school, have any threat to the validity of results. Age and gender-based
differences in performances must also be considered.

Acknowledgement
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Appendices:

1. Letter of Request

2. Subject Inquiry: Lesson Plan

Appendix 1

Appendix 2
Appendix 7

Post-Intervention Participant Questionnaire

Thank you for taking the time to complete this short questionnaire. I will ask you for your views on the "Audio-Visual Clip" you just viewed. Please fill this information below. If you are uncomfortable about completing any of the questions, please leave them blank.

1) Did you think the "Audio-Visual Clip" was interesting?

Yes (Go on to question 2)

No (Return to question 1)

2) Did you like watching "Audio-Visual Clip"?

Very much

Somewhat

Neither much nor much

Not at all

If you would like to, please tell me more about it...

3) Is there anything that upset you about watching "Audio-Visual Clip"?

Yes

No

If you would like to, please tell me more about it...

4) Content of the "Audio-Visual Clip":

Did you like the content of the "Audio-Visual Clip"?

Very much

Somewhat

Neither much nor much

Not at all

If you would like to, please tell me more about it...

5) What helped you create mental images of the characters, settings, and events in the video?

Very much

Somewhat

Neither much nor much

Not at all

If you would like to, please tell me more about it...

6) What helped you to become aware of the author’s purpose, read the important details, the main idea, and the theme of the text?

Very much

Somewhat

Neither much nor much

Not at all

If you would like to, please tell me more about it...

7) Was it of use about understanding audio visual scenes in fiction? If you would like to, please write your thoughts in the space below.

Thank you for answering the questions. Please retain the completed questionnaire.

Appendix 9

Appendix 10

Appendix 11

Appendix 12

Appendix 13

Comprehension Skills Scale

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<thead>
<tr>
<th>Skill</th>
<th>Poor</th>
<th>Weak</th>
<th>Average</th>
<th>Good</th>
<th>Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem-Solving</td>
<td>Lack of ability to identify the problem in the text.</td>
<td>Ability to identify the problem in the text.</td>
<td>Ability to identify the problem in the text.</td>
<td>Ability to identify the problem in the text.</td>
<td>Ability to identify the problem in the text.</td>
</tr>
<tr>
<td>Understanding</td>
<td>Lack of information from the text and the relevant background.</td>
<td>Ability to understand the text and the relevant background.</td>
<td>Ability to understand the text and the relevant background.</td>
<td>Ability to understand the text and the relevant background.</td>
<td>Ability to understand the text and the relevant background.</td>
</tr>
<tr>
<td>Questioning</td>
<td>Lack of acceptance of the question.</td>
<td>Ability to accept the question.</td>
<td>Ability to accept the question.</td>
<td>Ability to accept the question.</td>
<td>Ability to accept the question.</td>
</tr>
<tr>
<td>Comprehending</td>
<td>Lack of comprehension of the text.</td>
<td>Ability to comprehend the text.</td>
<td>Ability to comprehend the text.</td>
<td>Ability to comprehend the text.</td>
<td>Ability to comprehend the text.</td>
</tr>
</tbody>
</table>

Rating Scale

<table>
<thead>
<tr>
<th>Theme</th>
<th>Level of Comprehension</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The smallest world in the family</td>
<td>Poor</td>
<td>1</td>
</tr>
<tr>
<td>The largest family</td>
<td>Average</td>
<td>3</td>
</tr>
<tr>
<td>The smallest world in the family</td>
<td>Good</td>
<td>5</td>
</tr>
</tbody>
</table>

Data Analysis Plan

- Define research questions.
- Define Null Hypothesis.
- Define Alternative Hypothesis.
- Select appropriate statistical tests (i.e., means, standard deviation, frequency and percent, as appropriate).
- Conclude analysis to examine the research questions.
- Write a conclusion.
- Provide conclusions and implications.

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