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Viability of the Use of Multimedia in Teaching English to the Students of Degree Engineering Colleges

Introduction

Language is a means of expression of human beings. These days English has conquered paramount place across the globe. English is accessed at almost each and every section of Indian society and that persuades the people to increase their learning curve of English Language. India is also one of the countries that has started shifting quite rapidly from vernacular to English language as medium of instruction in education.

The students in India can be categorized into two;

- The one that has the regional language as a medium of study from the primary level
- The one that has English as a medium of study.

The students, who have the regional language as a medium of study, learn English as a second language. And learning second language means getting hold of a system of rules to be followed in usage. Students find themselves unable to articulate in English for the reason that they have very meagre understanding of rules of grammar to take care at the time of communicating. Grammar is a spine of any language. Moreover students also lack

understanding of acceptable pronunciation, accent and use of right word at the right place for creating right impact.

And even though students who have good academic record would not be cope of with English language and would reflect lots of mistake in all the form of expression of language. And the students and people of Gujarat are no exception. Gujarat claims to be the state of entrepreneurs with outstanding contribution in country's total GDP. The state also spaces the best schools, colleges, institutions and universities of national importance. But they are very limited to suffice the comprehensive needs of the learners.

In majority of schools and colleges in Government Set Up as well as Private Set Up, teaching of English Language to increase the academic & employability curve really invites us to put the question mark. These set ups are also backed by state-of-the art facilities, still, the most typical and stereo type methods are being employed.

As a teacher & researcher too, I have been engaged in teaching in degree engineering college of Gujarat Technological University, Ahmedabad and have been facing lots of problems regarding teaching of English language as a subject, named Communication Skills. If we take a glance at the school years of the students, they have spent almost 8/10/12 years in learning English Language yet when it is a point of expressing it both in oral and written form, they are not able to express themselves in correct English Language.

And when these learners come to college or university in any professional program they have to understand and learn the subject of communicative skills or business communication along with their core specialization. But almost 90% of students have hurdles in understanding the lectures of their core subjects in English Language and in such a intricate situation, we have to make them orient towards Communicative Skills that too in a condition where they are not able to speak or write correctly. Hence it is advisable that they

master the rules of grammar and apply when they converse or write in the college or in notebook or assignment.

It is being observed that the students who have finished their schools in English as medium of instruction can speak English but commit lot of grammatical slip-ups. In the same way the learners of Gujarati (mother tongue) medium, face many difficulties in learning English even as second language due to lack of right teaching method by deploying the usages of Audio-Video Devices. The entire situation is frustrating leading towards getting/obtaining mediocre linguistic knowledge.

There are teachers who really have been doing commendable job in teaching English in the most innovative way into various schools and colleges. They use direct method of teaching. They complement their teaching by blending the judicious choice of audio-visual devices so that the interest of the students can remain intact in learning language. The judicious usage of “Audio-Visual Devices” can create the interest in learning the rules of language. If teacher understands it and deploys it in the class properly, the learners can indeed glue to their seats even in learning English language along with their core subjects of professional program they have opted for. And once they get tuned to English Language, their learning speed of other subjects would also get accelerated. So it can be inferred that learn or master English Language not for English Language only but for acquiring the mastery over other subjects of their core subjects that they are to study for 3/4/5 years.

The rationale use of technology offers plenty scopes of teaching English Language in Professional Courses. As a researcher, my deliberations are very optimist that Language can be best taught using AV Aids with some basic infrastructural facilities. Because teaching English Grammar or Fundamental Rules of Language through “Audio-Visual Devices” have always attracted the attention of the learners. This statement gets authenticated in all the

research studies on The Positive Outcome of Using Audio Visual Devices in Teaching English Grammar.

I state here that there are lots of ways that can improve the learning of grammatical modules of English Language, but as a teacher/researcher I wish to focus only on improving the structures of English Grammar by making resourceful use of visual aids because today we have ample and free “Audio – Video” resources available.

It is now not very costly to bring in good “Audio – Visual Devices” in teaching English Grammar by integrating the 04 competencies of Language Learning i.e. Listening (Perceptive Skill), Speaking (Productive Skill), Reading (Perceptive Skill) and Writing (Productive Skill). The right balance of all these 04 competencies can indeed make the difference in learning Rules of English Language and thereby increasing the speed of “Language Comprehension”.

As a researcher I have truly focused on “Usage of Audio – Visual Devices” in teaching language rules. And I have got very favourable feedback and output from both the students (my target group) and their teachers of other subjects of their core domain. This have indeed a great booster for me to further explore this in my prospective study on a larger scale in the time to come. (Allen, Kate, & Marquez, A. <http://210.60.110.11/reading/wp-content/uploads/2012/10/10022007.pdf>)

Aim and Objectives

Aim

The aim of the study is to explore the uses and benefits of Audio-Visual aids, in teaching and learning English grammar. The work on “*Efficacy of the Use of Audio-Visual Devices in Teaching English to the Students of Select Degree Engineering Colleges*” touches upon many insightful issues which require urgent attention. The objectives are as under:

Objectives:

1. To prepare and find out suitable Audio-Visual Aids for the students of degree engineering colleges.
2. To try out different Audio-Visual Aids for the students of degree engineering colleges for improving their Grammar.
3. To teach Tenses using different Audio-Visual Aids.
4. To teach Prepositions using different Audio-Visual Aids.
5. To teach Determiners using different Audio-Visual Aids.
6. To find out the effectiveness of Audio-Visual Aids in terms of engineering students' achievement in improvement of Grammar.
7. To find out the effectiveness of Audio-Visual Aids in terms of girl students' achievement in improvement of Grammar.
8. To find out the effectiveness of Audio-Visual Aids in terms of boy students' achievement in improvement of Grammar.
9. To find out the effectiveness of Audio-Visual Aids in terms of rural students' achievement in improvement of Grammar.
10. To find out the effectiveness of Audio-Visual Aids in terms of urban students' achievement in improvement of Grammar.
11. To compare the effectiveness of girl and boy students' achievement of both the tests.

12. To compare the effectiveness of rural and urban students' achievement of both the tests.
13. To compare the effectiveness of students' achievement of both the tests.
14. To study the effect of treatment, and their various interventions of students' achievement.

Literature Review

Several studies had been conducted concerning various aspects of books, article, and research regarding audio-visual aids, material related to language skills. Most of the studies had been done in abroad as a part of language improvement, grammar improvement and development of language skills like listening skills, speaking skills, reading skills, writing skills and communication skills. To improve English language several studies had been done in India also. But scanty efforts of research to improve English Grammar had been carried out in India. A few researches emphasized visual aids to improve language skills in English & English grammar.(Çakir, D. I, <http://www.tojet.net/articles/v5i4/549.pdf>)

As a researcher I paid visit to Government District Library of Junagadh and Saurashtra University of Rajkot several times to search the related literature of present study. I have gone through volumes and journals of different universities. I have also got the privilege to meet experts to collect the useful material for the present study. Furthermore I have also searched various sources of different countries on internet to authenticate my work and how to take it further.

Methodology

The research component that is being selected here in this work is to ensure the effectiveness and efficacy of using Audio-Visual Aids in Teaching English Grammar in

engineering colleges and it demands experimental design. It includes the formulation of problem statement, hypothesis and to ponder over the probable results.

The data is collected on the basis of pre test and post test. The collected data is dully edited, classified and analyzed using all type of relevant statistical techniques and employing the most appropriated parametric and non parametric test.

Whilst the researcher desires to examine the consequences of an autonomous variable on depended variables contained by definite circumstances experimental method is favoured. The researcher preferred the experimental blueprint designed for the current study.

Two groups Pre-test & Post-test blueprints were engaged for the duration of the experimentation. The experimentation was carried out on 300 with intent chosen learners in both the groups. For the duration of experimentation, dissimilar kinds of Audio-Visual aids have been exercised furthermore emphasis was put on for the teaching of English grammar thereby improving the linguistic proficiency of the students of experimental group.

The present well thought-out work was/is investigational in temperament. The experimentation was to be carried out in favor of specific duration in planned academic sessions in a well set-out time. The research framework indeed necessitated the basic infrastructural and other curricular facilities for the experiment and for that Atmiya Institute of Technology and Science-Rajkot was selected.

The data is presented through simple classification and with the help of percentage, average, correlation and association. The language used in the work is also simple and lucid. One of the essential tasks in carrying out research is to select the sample. Sample selection is undertaken for practical impossibility to survey the population. By applying rationality in selection of samples, we will generalize the finding of our research. Thus, for retrieving the data for this research, Three hundred students were chosen as a convenient experimental sample. In which seventy five learners in control group and seventy five students in

experimental group were included from college. The size of the sample was kept intermediate for the reason that the responses of the learners were individualized. During the experimentation, individual practice of learning specific modules of grammar i.e. tenses, determiners and prepositions was provided.

The sample that we have selected can give us the valuable data to test/examine our hypothesis to reach out to some concrete conclusion. Because only on the basis of conclusion we can decide further course of actions and once this is being done it justifies the right conduction of research.

Analysis and Interpretation of the data reveal that Students/Participants of the program have improved their English Grammar no less than 5% after ten sessions of the well-designed modules that provided learning on tenses, determiners and prepositions. To validate the claims made in the previous statement, the investigator has given the data of participants/students of Atmiya Institute of Technology and Science-Rajkot.

Tables and graphs are used to present the data so as to make easy the understanding and interpretation of the data.

Results and Declarations

At the beginning of the treatment period, the pre-test was governed to both the experimental and the control group. The following table presents the calculated means, standard deviations and variances for both groups.

Table 5.1 Pre-test Characteristics

Group Statistics

	VAR0000	N	Mean	Std. Deviation	Std. Error Mean	t
	4					
VAR0000	Rural	150	10.19	3.012	.246	0.020
5	Urban	150	10.20	2.903	.237	

According to the table the means of the rural and urban groups are 10.19 and 10.20 respectively which indicates that the mean of the rural group was 10.19 value points the mean of the urban group was 10.20. The standard deviation and variance of the rural and urban groups were 3.012 and 2.903 whereas these std. error mean is .246 and .237 respectively. T-Value was 0.020.

Results of the Post-test Analysis

At the end of the treatment period, the post-test was administered to both the experimental and the control group. The aim of this test was to indicate the effectiveness of the research treatment. The results of this test in both groups are presented in following table.

Table 5.2 Post-test Characteristics

Group Statistics

	VAR0000	N	Mean	Std. Deviation	Std. Error Mean	T
	2					
VAR0000	Experiment	150	21.63	2.853	.233	24.160*
3	Control	150	13.61	2.896	.236	

As shown in the above table, the mean of the control group was 13.61, and the mean of the experimental group was 21.63. In the post-test the mean of the experimental group was 8.02 value points greater than the mean of the control group. The standard deviation and variance of the control group were 2.853 and values for the experimental group were 2.896.

In order to test the hypothesis of the study, t-test procedure was utilized to put side by side the tool of the experimental and control groups on two different tests. First the means of the two groups on the pre-test given to the students at the beginning of the program and then the means of the two groups on the post-test, administered by end of treatment period, were balanced. The main reason for this comparison was to see how the experimental and control groups performed in the post test and whether the differences among their means were significant. The following table shows the results of the first t-test calculation.

Table 5.3 T-test for comparing the pre-test

Group Statistics

	VAR0000	N	Mean	Std. Deviation	Std. Error Mean	T
	1					
VAR0000	Girls	150	17.71	4.887	.399	0.339
3	Boys	150	17.52	5.000	.408	

Table 5.3 clearly indicates that the mean scores of 300 students on the bases of pre-test and the post-test were 17.71 and 17.52 respectively where as the value of SD were 4.887 and 5.000 accordingly. The T value of the difference between mean scores was found 0.339, which was smaller than the t-value 1.65. Thus the obtained t-value was insignificant at 0.05 level. The calculated value of 'T' is higher than the table value.

Table 5.4 T-test for comparing the post-test

Group Statistics

	VAR0000	N	Mean	Std. Deviation	Std. Error Mean	T
	8					
exp	Pre	150	9.81	3.266	.267	33.380*
	Post	150	21.63	2.853	.233	

*significant at 0.01

Table 5.4 clearly indicates that the mean scores of 300 students on the bases of pre-test and the post-test were 9.81 and 21.63 respectively where as the value of SD were 3.226 and 2.853 accordingly. The T value of the difference between mean scores was found 33.380, which was greater than the t-value 2.58. Thus the obtained t-value was significant at 0.01 level. The calculated value of 'T' is higher than the table value. This result indicates that the experimental and control groups were significantly different at the end of the research period and the null hypothesis of the study is rejected.

In order to be more confident of the obtained results, the development within each group was also calculated. Paired t-test analysis was used to examine the differences between the pre-test and the post-test within each group separately. Table 5.5 presents the results of the paired t-test in the control group and Table 5.6 shows the results of conducting paired t-test in the experimental group respectively.

Table 5.5: Paired T-test of Control Group

Group Statistic

	VAR0000	N	Mean	Std. Deviation	Std. Error Mean	T
control	8					
	Pre	150	10.59	2.555	.209	9.578*
Post	150	13.61	2.896	.236		

*significant at 0.01

Table 5.6: Paired T-test of Experimental Group

Group Statistics

	VAR0000	N	Mean	Std. Deviation	Std. Error Mean	T
exp	8					
	Pre	150	9.81	3.266	.267	33.380*
Post	150	21.63	2.853	.233		

*significant at 0.01

According to Table 5.5, it is observed that t-value was 9.578. The table of t-critical with 29 degrees of freedom for 0.01 level, showed t-critical of 2.58. The t-critical was smaller than the t-value ($2.048 < 9.578$). This result indicates that the difference between the pre- and the post-test in the control group was significant but as it can be seen in Table 5.6 the t-value was computed to be 33.380. The t-critical was observed to be 2.58 in the table. Here the t-critical was smaller than the t-value ($2.58 < 33.380$) which means that in the experimental group the pre- and post- tests were different from each other and this difference was statistically more significant than control group.

In this study based on the results of the data analysis, it can be inferred that the experimental group outperformed the control group. Examination of the designed t-test offers the decision that permits us to acknowledge or disallow the null hypothesis of the work undertaken currently. It should be noted that the improvement in the control group is natural because it also received a treatment (teaching grammar through traditional method) but comparing the results of the control group with the experimental group reveals that the t-value in the experimental group was greater than the t-value in the control group and the experimental group outperformed the control group.

According to the obtained results of this research we can conclude that using visual aids are beneficial for grammar development; the mean difference of the pre and post- tests in the experimental group was more than the mean difference of the pre- and post -tests in the control group, the experimental group outperformed the control group which shows the effectiveness of the visual aids.

By looking at the results of this study, one can see that visual aids are considered as an effective method for learning grammar items, therefore teachers and students must be encouraged to use it in the classroom.

Experimental Measures

Generally it is being observed that the students seeking the admission in the professional courses like engineering, pharmacy, architecture etc. confront a lot with their poor exposure to English Language in teaching-learning process. The students have strong influence of vernacular language and it hampers their English Language proficiency. Moreover, the situation gets adverse when teachers teaching professional courses use vernacular language. (Corbeil, G [journals.sfu.ca/ CALICO/index.php/ calico /article /download/757/619](http://journals.sfu.ca/CALICO/index.php/calico/article/download/757/619))

Over the years, the students complete their professional degree with very mediocre skills of Communication. It has also been voiced by many employers of India and MNCs that the students of professional courses lack the skills of communication. Students have been observed committing lot of mistakes in their writing and speaking. (Cunning-Wilson, C [http:// www.tojet.net/articles/v3i3/339.pdf](http://www.tojet.net/articles/v3i3/339.pdf))

Being the teacher of English Language/Communication Skills, I have also observed the same over the period of my years of teaching. So my observations and concerns have persuaded me to find out the effective and useful ways of teaching English especially grammar. I further extended it to my research work and set three units of grammar i.e. Tenses, Prepositions, Determiners for mapping the competency English Language structures.

The blue print of the research was being carried out in Atmiya Institute of Technology and Science of Rajkot, with the sample size of (150*2)300 students of Engineering from college. 10 sessions were planned for teaching above mentioned units. But prior to teaching Pre Test was being conducted.

And after the completion of planned teaching of the same through Audio-Visual Mode, Post Test was also being conducted and the differences were significant with the inclination towards positive results.

The students scored higher marks after being taught through the Audio-Visual Aids.

The hypothesis of the present study was

“There will be no significant differences between students’ mean achievement pre-test and post-test score in English Grammar after using Audio-Visual Aids.” is rejected. Hence “There will be significant difference between students’ mean achievement pre-test and post-test score in English Grammar after using Audio-Visual Aids.” is accepted.

Thus the developed experimental program was effective.

Findings

Communicative Language Teaching (CLT) is one of the well-liked linguistic coaching approaches in the contemporary point in time. It was commenced in the early 1980s that targeted the convenient usage of language in daily communiqué. In this approach, the usage of bona fide contents is exceedingly accentuated. The tutors are motivated to exercise diverse “Audio - Visual Aids” in a CLT classroom-set up. As the content is predominantly bona fide, there are extensive assortments of usage of the photographs along with videos in the classroom-set up to configure the interesting along with authenticity in the class. More often than not, the class tasks are grounded on the tasks that are concerned with genuine communiqué. Consequently, the students are demonstrated diverse “Audio - Visual Aids” viz atlas in support of imparting command for course, photograph in support of recounting any place or human being and so on. (Dolati, R, 3-17)

One of the principle aims of the present study was to identify the effects of teaching grammar through Audio-Visual Aids. The views and opinions of the students and teachers record that it is a pleasure to study English Language Grammar in the most innovative ways and paves the ways for the improvement of English Grammar. The study also takes us to comprehend the range of the visual aids that the teachers can adopt. (Freeman, D. L, 121-122)

- The usage of AV Aids make the learning process more effective, conceptual, clear and accurate in terms of imbibing the concepts of structures of English Language
- With the justified use of Audio-Visual Aids in the classroom teaching, students’ motivation and enthusiasm gets enhanced

- Usage of Audio-Visuals aids can bring the involvement of the students in teaching-learning process
- Involvement augment the retention of the language learning units among the students
- The active engagement of the entire class reinforces the rapport building in the class
- The activities during the language teaching can remove the fear and anxiety of the students
- The audio-video encourages the observation and listening skills of the students
- The students rate the teaching via AV Aids very interesting and feel the language ambience in the class.
- The biggest advantage of these teaching aids is the student-centric activities where teachers only directs
- AV Aids assist to shun disproportionate, bare as well as hollow articulation in coaching English
- A high-quality English coaching is feasible barely in an innate English milieu. “Audio - Visual Devices” assist in crafting that sort of milieu
- The trainer pursues the standards from tangible to intangible amid the assist of “Audio - Visual Devices”.

Hence based on the data collected from the students and interaction with the teachers teaching English Language and Communication Skills, it can fairly be said that Visual Aids can play considerable role in the improvement of English Grammar of the students. (Koksal, D 62-72)

Suggestions

On the basis of the findings the researcher has suggests the following for further research:

1. Experiment and analysis of Audio-Visual Aids to improve grammar at primary school, secondary school, higher secondary school and college level.
2. Experiment and analysis of Audio-Visual Aids to improve vocabulary at primary school, secondary school, higher secondary school and college level.
3. Using Audio-Visual Aids to teach English grammar in polytechnic colleges and degree engineering colleges of Gujarat.
4. Using Audio-Visual Aids to teach English vocabulary in polytechnic colleges and degree engineering colleges of Gujarat.
5. Tryout of computer software to improve English grammar and vocabulary in engineering colleges of Gujarat.
6. To make use of “Audio – Visual Devices”
 - 1 Listening
 - 2 Speaking
 - 3 Reading
 - 4 Writing

A comparative study on the improvement of Communication Skills by using routine teaching method and using Audio-Visual Aids can indeed go a long way in understanding the problems of the learners and to address them properly. In doing this, the learning curve of the students will escalate. (Mathew, N.G., & Alidmat, A.O.H International Journal of Higher Education, 2(2), 86-91. doi:10.5430/ijhe.v2n2p86)

Conclusions

English language plays a vital role in India, so learning English language becomes a relevant factor in the life of each and every Indians and they are well known about the significance of English even though; no one can completely accept the cultural and language

differences of English language. (Norvig, P, 343-44) In the present study, it was found that the students were not able to speak or write English well and cannot comprehend properly because of poorness of grammar. They had many difficulties in vocabulary too, whereas many students were unable to write even simple sentences. (Ozkan, B, tojet.net/articles/v1i1/116.pdf)

The possible reasons for weakness in English grammar were:

- Less importance is given to English subject in science stream.
- Less use of Visual Aids, almost no use of these aids in teaching English.
- Most of the engineering colleges do not use these aids in the classroom of English. (Richards, J. C., & Rodgers, T. S, 11-12)
- Lack of knowledge of appropriate use of Visual Aids like projector, pictures, posters, music, songs, charts etc.(Rosava, V, [http:// is.muni.cz /th/84318/pdf_ m/ diploma thesis 1.pdf](http://is.muni.cz/th/84318/pdf_m/diploma_thesis_1.pdf))
- No implementation of new methods in teaching English, just follow lecture method or traditional method.
- Less stress given by the teachers on the grammar while teaching
- Family background is not relevant to English language.
- Inadequate or no drilling process was performed during teaching for grammar improvement. (Subartha, P [http:// codebreakerskct. site50.net/ conference/ assets /pdf/English/14.pdf](http://codebreakerskct.site50.net/conference/assets/pdf/English/14.pdf))
- Lack of the primary knowledge regarding language skills.

The experimental measures have been taken to overcome the difficulties faced by the students in English grammar were:

- Some basic rules of grammar was imparted

- Individual practice, pair work and group work was emphasized
- Writing practice was emphasized
- Vocal drilling was practiced

To create situation for speaking students were not allowed to use any other languages except English language in an English classroom. (Yunus, M. M., Salehi, H., & John, S. A
<http://arxiv.org/ftp/arxiv/papers/1305/1305.6360.pdf>)

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