



POSTGRADUATE STUDIES – SECOND CYCLE

**“The effectiveness of using Visual and Audio materials in
classroom with primary school students to support English skills
development- Case study from primary school “Shaban Jashari”
Skenderaj- Kosovo”**

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Abstract

The main purpose of this thesis is to investigate the effectiveness of using Audio Visual materials in classroom of teaching English to support English skills development. The research specifically conducts primary school students of intermediate level of English, which need an explicit support by teachers in order to develop general language skills by adding helpful aids to support teaching and learning. Language by use of technology offers too many practicing language activities, so using (AV) materials as support to teaching in classroom is a welcomed fact.

The target participants of this study covered 5th grade English as a Second Language students' attending public school "Shaban Jashari". The students were divided in two groups: observed one and experimental one, in total one hundred and three students. The observed group was taught through traditional methods of teaching, only using school English books. Whereas to the experimental group of students helping teaching materials like AV-s was added. Through this experiment the motivation, understanding, attitude and students' achievement in consideration of English skills development through usage of AV-s was measured.

The research was done by three instruments used: teachers' interviews which led in gaining their attitude toward students' concentration, motivation and skills development through AV materials usage in classroom, students' questionnaire which responded about their joy, motivation and help of understanding (SL) with AV-s presence during lessons and finally a students' test with the purpose of measuring students' content understanding difference of those who used Av materials and those who did not.

The obtained results showed that students with who AV materials were used were highly motivated, concentrated and understood better the content chosen by teacher to be taught. The tests results also stayed to the scale that the group who used AV materials as supporter to English skills understood better the planed content than the group who learned only from the book. Finally according to teachers' interviews was admitted that

students who are helped in learning through added materials like AV-s, songs, audio books and pictures are more motivated, concentrated and learn better SL.

Key words: Audio Visual materials, students, skills, motivation, language, teaching, learning...

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CHAPTER I: INTRODUCTION

Teaching a second language (English) and being a learner of it in a place when you hear it only during English classes is not as easy as many try to believe. Being able to obtain English information and produce it as a good learner of a second language only by teachers' knowledge many times seems to be more than impossible for students, especially for young ones. Founded in such situations almost all the teachers are trying to find easier ways in helping students to develop English language learning.

Bearing in mind that in order to be able to produce SL knowledge in front of others, or just speak understandable enough in a second language, development of English skills is very important. Teachers in Kosovo are using aids during English classes in order to make it an easy learning situation for students in general. Being able to understand and speak a second language, learned at school means a lot of work, methodologies and patience inside the classroom both from teachers' and students' side. Language skills development has a great impact on language learning and productivity of it. Knowing that communication is the key of language, since through it everyone expresses needs, thoughts, emotions and inside personality, it's essential to be able to learn how to express ourselves to others and this would be possible only when you use your ability to speak and express. Just from very first days of living young kids try to use voice, make gestures and imitate others' behaviors in order to be accepted and gain intention of family members. They try to do what they see others doing, try to say what they hear others saying, try to understand and produce a correct language according of what they hear.

The same methodology very often seems to be faced by teachers at school especially in second language classes. Students listen to the teacher full of curiosity, they ask to repeat English words and try to imitate and speak as same as teacher, behave like her/him and feel precious when they achieve to learn and speak correctly the new language or do exactly correct a homework as asked by English teacher. Facing those situations every day at school English teachers tries to use extra methodologies to motivate students to learn more, raise self confident and make them very much exposed to English language, more concentrated on

lessons and especially affect students' academic performance. In order to achieve those goals teachers' need some extra help through teaching like Audio Visual material integration added as helping tools on English lessons. "Since the communicative language is considered as a whole, then the teaching of it should be integral as well, because that would facilitate the students' natural language interaction" (Bastias, Elena, Sepulveda, Carolina, Munoz, & Lorena, 2011, p. 13).

The problem in Kosovo's system of education is less integration of English skills during SLA, according to students' needs and ability to learn. But another issue to be mentioned is that, does the integration of AV-s in second language lessons to support English skills development affect student's performance for better?

The Integration of the four skills of the English language belongs to the area of the Didactics Specialty or, in other words, the methodologies used to apply the skills whether receptive or productive in which a foreign language is taught. Hence, the students' performance during instruction is an academic result of the learning process" (Bastias et al., 2011, p. 11).

1.1. Background of the study

Language skills development has a great importance on being able to acquire new knowledge and being able as well to produce what you already obtained, this fact is much more than needed and obvious in SL lessons. In our education system skills development through different teaching methodologies has not received proper significance in mastering language learning. Our students' has not been exposed to different strategies of learning English, another fact that helped the lack of good academic performance is the usage of English only inside the classroom through an English book assigned by Ministry of Education. Whereas learning today through new technologic tools and methodologies have changed completely the teaching/learning situation for students and teachers as well. Support of language skills development has a crucial importance in order of effective communication. Since we already are living in a time called "time of technology", adding AV materials in classroom directly

related to learning content but in different way, students' aptitude toward learning immediately changes. For the more that watching and listening to something new makes them feel as their duty is not only to write on the notebooks, read from the books and tell to the whole class what did they understand from what they did. Giving them chances to be exposed to broader information sometimes is a slight tiny detail which helps students feel better and evaluated in classroom. "Nowadays, one thing that cannot be denied is that our students live in a media world, in which most of the information is provided by visual input, through different technological devices" (Maria, 2012, p. 7). Proficiency in a foreign language means mastering four language skills but unfortunately students at a very young age as those in primary schools cannot understand them without teachers' help, even less they do not have self esteem to grasp them easily. Unfortunately the duty of teachers to support learning process of young students is less taken in consideration, before the duty of going in the class, provide new information and take what you can understand but leave what you cannot. In fact the reality of the best in teaching/learning process is to drive out what students' believe they cannot achieve. This success can very easy be accessible, just by teachers' adjust to support learning by aid materials like AV-s.

Today's opportunity to find and use extra materials on internet is way easy accessible. Another unavoidable fact for a class where number of students is very large is that students' needs and preferences in learning differ a lot and use of AV materials makes these changes less obvious." Besides their role in providing real life situations in classroom, audio-visual aids also meet all learners' styles and lower their affective variables eventually, these materials can minimize the amount of challenges that face both teachers and learners in the teaching/learning process" (Sola, 2012, p. 6). In modern era of teaching, the educational system has moved from traditional methodology of learning grammar and literature of a SL, to learning communicative approach, so SL teachers are using more direct methods of teaching through pictures, songs, games, movies, simulative competitions and others easier methods to go and catch directly students' attention and concentration without letting them feeling bored in SL lessons. In order to be ready to achieve that, many teachers are using the easiest way to teaching through technology by using AV materials as supportive to develop

English skills inside the classroom and changes to positive situation through successful academic performance and achievements are not being missed.

1.2. Significance and purpose of the thesis

As mentioned above using AV aids as helpful materials to create a new teaching approach as communicative one in English lessons has started to be used in educational system in my country, but it does not still have the attention that is needed according to the important role that it plays in developing skills of a second language. Being based on the traditional methodology of teaching English only by book content, using to read, prescribe and listen to English only by teacher's knowledge has pushed to less academic performance according to the years of SL studies as part of regular curriculum.

In general development of SL skills has been put aside and the need as well as importance of them, about language acquisition has not been taken as seriously as they really are. Students mostly listen to English only by teachers. The fact that listening to a native speaker differs a lot from listening to SL speaker has not even been mentioned how much it affects students' accent and true knowledge obtaining. Speaking as one of the most important parts of practicing a SL is practiced only when students read their exercised homework or any given instructions from the book to read. Any extra game, activity or learning through funny intentions is rarely organized by English teachers. Writing skills is practiced only when students are asked to prescribe stories from the book. Not any extra exercise to express their thoughts or needs in written form is ever practiced by them, because of traditional methods usage of teaching. Finally situation does not change a lot for reading skills. Students mostly read their books given by the school, almost all the same things every day.

Finding theme selves in such situation students feel less motivated, low self esteemed, less concentrated and even bored in SL lessons. Taking into account the fact that students in primary school may feel afraid of a completely new, barely heard language needs some more intention, motivation, good evaluation and teachers abreast to new things in order to feel comfortable to learn and to believe that they can do it. The best way of picking up the

situation is finding a way adjust the learning situation to students needs. One of the best ways of achieving this is using extra added materials on SL lessons like AV materials to show them the real situation of using English language. How to use, where to use, how use and why to use in that way, so when they see, feel, hear and do things not even that they are clearer but the memory system of learning will be more active and better concentrated.

Teaching language is not an easy task and it needs to be interesting enough to remove the anxiety of the learners. For this reason, language teachers tend to adapt different techniques to teach language more effectively and more interestingly. With the rapid growth and availability of technology, language teachers are incorporating different additional aids along with the text books to teach language (Mamun, 2014, p. 12).

In brief this thesis aims to investigate the role of Audio Visual materials in developing English skills. In other words through this research I'm trying to investigate the way of creating a better, comfortable, funny and more interactive learning atmosphere in SL lessons. Since there is a major gap left to study the situation of creating practical usage of language and learning it through traditional methodologies, I felt it was crucial investigating AV usage approach as supporter to English skills development at SL teaching and learning as well. Through this research study results was founded that the application of AV materials in SL lessons is superior instructional technique comparing with traditional (ELS) teaching techniques of exercising and developing English skills, in terms of achieving higher level of developing English skills through AV materials to the far side of learning easier.

1.3. The structure of the study

This thesis is developed in five chapters. Chapter one provides a general introduction and generally deals with the background of the thesis, significance and purpose of the thesis and structure of the thesis.

Chapter two deals with relevant literature review and studies directly related with the general usage of audio and visual materials in second language lesson. The first part of it includes the

history of AV materials use in teaching, effectiveness of AV-s in learning a SL, explanation of the importance of four language skills in learning a second language inside the classroom, the role of language skills development to effective communication and so one, whereas the second part covers an overview of AV-s role in students learning memory and the role of them on motivational learning and language skills development.

Chapter three discusses the methodology and study procedures. It introduces the research design, participants of the study, instruments and data analysis. Most importantly, it develops the experiment differences among 5th grade students to some of which AV materials were used during learning process and to some not.

Chapter four presents and discusses all quantitative data gathered from the questionnaires and post-test proficiency scores through different activities directly related to language skills exercises and compares them with reference to the research questions and hypotheses.

Chapter five as the last of this research deals with the overall conclusions of the study, its limitations and recommendations for the future research studies.

The relevant references and resources used in this study are presented at the bibliography section and appendixes are structured by the end of the thesis.

Chapter II: Literature Review

2.1 Introduction of literature review

This chapter covers the review and analysis of different books, articles and other sources related directly with the place and importance of audio and visual materials in teaching. As a section this chapter will explore different overviews of AV-s in teaching starting from history of AV materials use in teaching, effectiveness of AV materials in learning a second language, explanation of the importance of four language skills in learning a second language inside the classroom and the role of language skills development to effective communication, whereas further the chapter highlight the role of Audio and Visual materials in students' learning memory and the importance of them in motivating students to develop SL skills. As a final

part this theoretical framework will put on superiority of AV materials over traditional teaching methods and use of technology for teaching in inclusive formal education.

2.2 History of Audio Visual materials use in teaching

Teaching is not a process where the teacher shows the possible knowledge of a person gained through years of studies, but is a process through which the trainer of the teacher creates easier ways and possibilities to help students to learn and show the best of what they can achieve through learning process. Whereas AV materials are just helping added aids in process, through which teachers are supposed to motivate students to learn and make them feel that they can do it even though it is a second language. Especially young aged students tend to show fear and insecurity when they are told that they have to attend SL classes according to specific school curriculum. Students claim that they don't know English and don't know how to learn, bearing in mind that, they have to produce knowledge according to teachers' teaching requirements. Starting from this point of view language skills are directly related here, since it does not matter of what age you are when you start learning, but from that age you start to produce knowledge. By producing knowledge means that students have to listen, speak, read or write in different fields according to the gained knowledge through the specific period of time. Through the passing years the development of advanced methods of teaching and learning evolved as the lifestyle. The final step of being exposed easier and as fast as you can new information is the main step of technology development, which made it easier for teachers and students to learn and be exposed to appropriate information as well. "Throughout history, there have been many approaches for the teaching of English. All of them have been used during a period of time and then have been "replaced" by new approaches that proposed new ways for helping foreign students to reach a better proficiency of English as second or foreign language" (Bastias et al., 2011, p. 4).

Visual and Audio materials usage as general term is very broad, which includes different tools or teaching methods just to obtain appropriate planed curriculum in school. But does the limited time of lessons allow teachers to teach as planed or does the students fit in this kind of methodology is the highest concern of the teachers nowadays. Since using technology is

not anymore a new thing for students, but is it used for the right purpose now is a concern replaced of modern teachers with the concern of the teachers of how to use and integrate it many years ago. AV materials can play different roles like presenting: photos, videos, slides, cards, cd-sounds, drawings, mimics, toys, films, songs, advertisements, flash- cards, different animations etc. But all this came later and were put in use through years of technology development, one key important thing remains the first steps of AV usage. The first use and developed gradually through years started with the intention of teaching and learning easier.

It was now 1937 and the meeting was planned to help the schools identify, better understand and organize their visual classroom materials. As the decades passed, audio and video technology evolved to become the basis for the information communications age. Advancements have improved the quality of life from providing photo-keepsakes for Civil War widows to a ground-breaking historical moving picture retrospective. The industry has come a long way. Not long ago, it was known primarily as the source for overhead projectors, projection screens and basic audio equipment (Cape & Smith, 2005, pp. 16,17).

Many years ago from human being existence, people tried to communicate through drawings. They draw their needs and thoughts at the caves walls where they first lived, did many gestures in order to express their selves until the language started being used and known as essential communication tool. "Looking back at the use of audio-visual materials, one finds evidence of reliance upon visual aids since the beginnings of history. Cave wall drawings, Babylonian maps (on clay tablets), Egyptian pictographs, medieval art works, Renaissance woodcuts, and early illustrated books show the importance of the visual medium throughout recorded history" (Nolan, 1961, p. 262). According Nolan, 1961 the history of using easier ways to learn like inclusion of AV materials is as old as humanity existence but done studies have been in order to find out the changes through modern era. The surest fact can bring the conclusion that people always worked to find easier ways to achieve the goals and see the final step faster.

As noted in (Cruse, p. 1) Using audio-visual materials in the classroom is nothing new. Since filmstrips were first studied during World War II as a training tool for soldiers, educators have recognized the power of audio-visual materials to capture the attention of learners, increase their motivation and enhance their learning experience.

In order to find an easy way of learning and understanding, teachers through the years transmitted knowledge using different ways of teaching, but the most fundamental one tended to be by practice. But according to early years and low conditions of practicing everything learned, teachers used the easiest way they could, like bringing practice of language in class through AV materials.

Both the content and the technology have developed considerably since that time, increasing the availability and the value of AV materials in classrooms. Content has developed from instructional television (ITV) of the 1950s and 1960s, which allowed replay of taped lectures, as cited in (Hovland, Lumsdaine & Sheffield, 1949).

Using technology for educational purposes especially in teaching English a second language have started to be more than ever needed during Second World War. The need to intervene on making peace and going through progress faster, led to the need of learning faster so soldiers were shown pictures, videos, movies and tapes how to gain their duty goal but by actions in another language. "So, foreign language teachers in military education institutions are supposed to adopt content addressing global issues by focusing on cross-cultural comparisons in order to develop students' intercultural competence; and by training students in communication skills that are essential for effective dialogue" (Er, 2012, p. 280). In order that mission to be done for both teachers and students was needed an easy way to teach and learn faster, the best way of achieving that consisted to be techniques, approaches and methods of visual and audio teaching. According to resources the first steps of starting using AV materials, which tended to be effective and supportive in learning and teaching as mentioned were different soldiers during World War Second.

The rise of learners as unique individuals led to a move from the idea to find the best approach or method to teach a foreign language, to designing one's own specific to the educational environment in which the needs of the learners are to be met. The fact that learner variables such as age, cognition, native language, educational background etc. diverge into numerous areas has gained widespread recognition (Er, 2012, p. 285).

AV materials were used and still are being used with the same purpose of helping learners to learn faster, remember longer and understand better to use language according to long life situations, not just to fulfill a academic year of teachers' requests. AV materials, as language development has been started to be used hundred years ago, but an exact time cannot be specified. Only true sure clue that officially AV started being used for teaching faster and making clearer communication, especially English speaking after the final announcement that it is an official international language being based on wide range areas of living and sharing experiences for different purposes.

A position taken by most of the writers on audiovisual materials is that they bring the learner into close contact with "reality." This means that audiovisual materials have the capability of presenting stimulus patterns in much the same way as they are presented by the environment and that the visual presentation can avoid symbolic representation of phenomena. The video portion of a display sometimes do, but often do not, present "reality" (as the term is used in the audiovisual field), but the audio portion typically makes use of language (Travers, 1967, p. 18).

But a crucial factor to be thought because of its' great importance is the need of using the language. Of course that all the students do not learn the same, do not use the SL for the same needs and do not learn it for the same purpose. So what teachers choose and how use or transmit it to students means a lot.

Needs analysis is the most critical stage of the design process because the results determine the nature of the systems, their infrastructure, and the system budget including the impact of the expense on the base building. The goal is to define the functional requirements of the AV systems based on the user's needs, desires and applications. Merely developing an equipment list is not enough. While the equipment list is an essential part of the design and installation process, it is not part of the needs analysis process (Cape & Smith, 2005, p. 91).

Basically the main purpose of usage of AV-s from decades earlier until now in teaching system is making the process as real as possible, since students tend to learn better from realism. When realism is the base of teaching even the most complicated contents of lessons will look simplified if appropriate approaches are used for language acquisition. By using those materials which help students to put into use language skills like: seeing, hearing and speaking, repeating the content after the native English speaker or just after the teacher through help of realistic materials, learning soon will turn into interest and motivation. "Discussions of the "realism" provided by audiovisual devices also tend to imply that exposure to the environment or to equivalent sets of stimuli such as are provided by sound movies, results in the full absorption and retention of information in a form isomorphism to that which has been presented" (Travers, 1967, p. 19).

2.3 Effectiveness of Audio Visuals in Learning a Second Language

Today's teaching and learning has changed a lot in all possible areas. Our days teaching needs a lot of work, preparation and carefulness in the field of what you think to do, what you prepared to be done and finally what will you be done in front of your students might change a lot the imagined adjust teaching process. Since teachers do not really know with what kind of students they are going to deal, another helpful option to face that situation will always be welcomed. So what kind of help can derive the situation from bad to better one than using some picture, song, movie or motivation speech. In the other side students as well have changed a lot, carefulness is obligatory to be shown especially at their needs. Knowledge and

requests toward teachers in broader as well as in specific areas, being based on these facts it means that L2 teachers not only need a helping hand to change the flow when situation derives from prepared imagination materials of teacher but also added aids too, in order to be prepared enough to teach through advanced approaches also to according to students' needs.

Children, at the present time, need to learn more than they have ever comprehended previously in history. This extended environment has dictated the need, for a larger number of learning experiences by our children. The one room school with simple educational objectives is being replaced by larger educational plants that must provide a complex aggregation learning experiences for the learner. The needs of children being prepared to participate in a secular environment molded by imposing social forces and advancements science can no longer be satisfied by rote learning of the three R's. (Schroeder, 1950, p. 8)

English have its' importance nowadays in every area and field. It has already become international language in every country. So its importance in schools is raised from year to year, fact that's lead to the need of learning to communicate as faster and easier as possible. That is a fact that leads to the necessity of the approach and use of language through exposure directly to it very often. So AV-s is so important to use when it comes to being exposed to another help in order to develop skills. "Advanced technological developments have opened new potentials to integrate multimedia audio-visual aids in English language classrooms, though these aids are not being fully utilized in most of the language learning classrooms. Even the students find that using audio-visual aids is a motivation tool to improve the interest to learn English language" (Wazeema & Kareema, 2017, p. 2). As mentioned by Wazeema & Kareema, 2017 in schools, through students' responses it was founded that integration of AV materials in teaching and learning was needed and helpful. As well as they proclaimed that not they only learned in a clearer way but they felt far more motivated in improving interest to learn SL.

Educational technology is a new branch of knowledge that has been vastly influencing the field of education in the present century. The impact of scientific and technology advancements on education is so effective that it has given rise to a new discipline called Educational Technology. According to encyclopedia of Education, the definition of E.T is:” The purposeful in combination or separately of objects, techniques, devices, events, and relationships to increase the effectiveness of educational purposes (Markandeya, 2006, p. 2).

There exist many strategies to be applied in teaching and learning process, but the most important part of all the process is finding the most appropriate to be able to teach through combination of techniques, approaches and devices used in the way that all the students to attach their need and motivation to succeed. Many studies have been done through years with the purpose of finding the most suitable method of giving and obtaining knowledge, as well as saving it to use in the right time, in the right moment, always by remembering the fact that all students have different needs, aptitude and purpose to achieve through learning.

It might be useful to list the kind of principles on which language learning and teaching might be based: That language teaching is about speaking and using the language. That language learning should be about the expression of individual identity. That language learning is about “making sense” in both productive and receptive senses of expression and we should aim as far as possible to teach learners to generate their own language (Singh, 2006, p. 13).

Being based on Singh report it can be concluded that the main decision as to put it the first one falls to teachers’ responsibility of find the key way of making language usable and suitable. “Research that has been carried out in this field has rather suggested that we go against natural learning tendencies at our peril, and learners theme selves are often the best judges how they can learn effectively” (Singh, 2006, p. 14). Concerning the fact that a second

language is not easy to be learned at school and used that way that many times teachers and students might think. Sometimes just because it is new form that one can or cannot be the most useful methodology like: hearing native speakers talking English, or hear as much as you can videos and AV materials inside and outside the class. Just hearing others speak might not bring the wanted results because it cannot be effective way of learning as thought. In nowadays our schools are using combined communicative approaches and communicative activities, in order to be as close as using language as a helping tool be express personal or broader identity and share learning.

"The most recently popular communicative approach has concentrated on oral expression in the target language. A stereotypic lesson is likely to be composed of oral presentations followed by oral practice by pupils" (Singh, 2006, p. 16). As mentioned by Singh, language many times by students as well as by teachers, is considered as important communication tool at the first side, so in order to be able to use a SL as expressive way of themselves students need a lot of work in but in different activities to achieve the motivation, as teachers need a lot of creative work in order to create that class of motivate and convince students that they can achieve their goal inside the classroom. In order to do that not only a book and notebook is needed but helping aids and a lot of activities should be created and realized through learning processes.

It has become an important component of living in society and its relevance comes from the necessity to communicate with each other in this global village and the wide range of opportunities it offers. None is exempt from this phenomenon, and it is well known that many changes are taking place in educational system in relation to the skills and competences that students must achieve to succeed as English language learners (Muñoz & Hidalgo, 2013, p. 6).

Children at today's education system need to learn much more than children learned some years ago since education has changed its roots from learning community to educational society. Schroeder also agrees that "Man's environment has been extended from the

community beyond continental limits into an active world society. This extended environment has dictated the need, for a larger number of learning experiences by our children” (Schroeder, 1950, p. 8). Now that technology has covered almost every part of our students’ life and their parents which might be teachers as well do everything to cover their needs of learning at home, the term of making learning visualized should be covered at schools as well since the options of not expensive technology exist as well.

Educational films and audio-visual aids are not synonymous terms. There exists a wide variety of audiovisual materials that are capable of making real contributions to more effective learning. A number of these do not require elaborate and expensive projection equipment nor is it necessary that they be commercial productions. Teachers have for many years found methods of helping the learner to obtain the needed basic experience essential to understanding (Schroeder, 1950, p. 11).

Audio and Visual materials have started many years ago to be part of teaching process. Many understand those materials as equipment by which anyone see and hear something simultaneously, but in fact they should be considered as very needed and useful helping aids which not only create another learning atmosphere of learning if we compare it with traditional methodology, but it rises students’ joy, concentration, will and self esteem. Second Language through years has been learned through different forms and techniques, teachers at early stages of teaching SL have used forms of learning by heart which lead to the result of forgetting as fast as students learned. Whereas nowadays learning through practice and critical thinking is the key factor of learning and remembering. Though in order to remember better and being able to express effective learning, practice by doing results to be the best approach of studying.

Therefore, visual aids yield in improving the teaching-learning process. Visual aids are intended to help both the teacher and the students in order to make the contents better understood, to contextualize

vocabulary and make it meaningful for the learners (Muñoz & Hidalgo, 2013, p. 15).

Teaching a SL in a place where the exposure to it is only in school and the students are very young, it makes the teaching process far harder where everything is abstract and unknown. So having things visualized through other sources as AV-s the possibilities raise the understanding of foreign language and enrich knowledge is greater.

EFL stands for English as a foreign language, which refers to the English language spoken in a country where it is not official, as it is the case. To be a teacher of English is a difficult task, not only because of the language itself, but also due to the lack of exposure to the language. Hence, teachers must draw on other sources at the moment of performing their work using as many available possibilities as they can to enrich their labor (Muñoz & Hidalgo, 2013, p. 19).

Considering all these factors, being based on different sources and researches done in different countries it is clearly claimed that Av materials as helping ones are more than useful in supporting English skills development and learning as well. In the other side it is more than know already that Av not only support teachers and students to manage learning situation but they creates the possibility of turning alive the abstract concept of language through making them real by gestures and voice. Another important factor that implies a lot teaching through AV aids is that today's children use and know a lot applications that technology offers to the users, which leads to the conclusion that they already feel familiarized with learning through technology, and the integration of those tools in learning environment is vital. This happens because children's pedagogy is already related better with active approaches than with traditional books and writings through teacher's knowledge. In this century in overall schools students feel sure and engaged in learning, only if teacher has something interesting and fun to offer through new subject content, otherwise they will feel that the SL lessons are same and boring, so choosing AV materials as a way of preparing materials at home and show in school are great support for teacher and better motivator for students.

2.4 Explanation of the Importance of Four Language Skills in Learning a Second Language inside the Classroom

Language skills are very important to be mastered in order that students to be able to learn and use a second language in the most correct and appropriate way. Audio and Visual materials integration in schools for educational purposes have been in debate for many years. But now one thing that cannot anymore be in doubt is that, our students live and learn everyday from visualized world through technologic gadgets. If their own usage is for good purposes outside the classroom teachers cannot always define, but inside the classroom for sure they are controlled and used as supportive materials about mastering English language. Assuming that AV materials are good enough in use for educational purposes, have been studied for many years through different countries and different researchers. Reports have shown as well about the help that those materials offer and no one of them agreed that their usage to help students understand better or developing language skills and knowledge ever failed.

As scholars have always argued, in order to make the acquisition of the language more meaningful for the students, teachers must bring the real world into the classroom. Visual materials work as a powerful tool in this aspect, as far as they give teachers the opportunity to show the culture of the target language, the habits and the body language that lie behind the language transactions. All this makes students understand that the use of the target language has a purpose: the real purpose of real communication (Maria, 2012, p. 7).

Considering very important the fact that students learn in different styles visual and audio gadgets can be called as a useful bridge through mother tongue meaning and second language learning. Those children who are visual learners and those who learn by doing are the first one who will find AV-s as perfect solution to develop their language skills.

In our classrooms we will have to face a wide variety of learning styles, such as visual learners, who can benefit largely of the visual aids, as they feel confused when following oral instructions and conversations. But they are not the only kind of learners helped by visual aids, if the students feel comfortable with the materials and the methodology, they are expected to perform well, feel confident and experience low anxiety (Maria, 2012, p. 8).

Students tend to have different learning styles also different preferences in learning so teachers' duty tends to be of adjusting those styles and preferences on methods and techniques according to the possible opportunities to be used and offered by students and schools as well.

Nowadays, a great tendency towards the use of technology and its integration into the educational process has gained importance; particularly, the use of audio-visual aids (AVA) in foreign language teaching classrooms, which increased rapidly. It has greatly helped foreign language teachers to foster their learners' interest to engage them more with the lesson as well as help to complete the teaching process successfully. EFL learners, for instance, can master the four skills; listening, speaking, reading and writing only when they are exposed to the target language (Dif, 2017, p. 20).

As mentioned at Dif research, students and especially young ones need a strong attention from teachers' side in order to perform how teacher expect while trying to work on skills development inside the classroom. In order to be successful enough hard work and help is needed from learners' side too, especially when it is known that SL is only spoken inside the classroom through school curriculum. Target language on the other side plays its great role when it comes to speaking and expression. Especially students and their parents expect, and strongly believe that in a short time of learning learners should be already ready to speak in SL, but in fact a lot of time, practice and exposure to the language is needed, which cannot be

offered easily only by school books. So the best and easiest way to learn effectively is to be as much as possible exposed to SL is Av materials and learning through real and remembering situations like: videos, photos, role plays, imitation and other engaging activities.

Teachers who realize the above fact cannot take their classes in field trips to the native speakers' country, but they can do more; they can bring those native countries and their cultures through integrating technological materials into EFL classroom using AVA such as Internet, videos, pictures, PowerPoint presentations, etc. This can be realized by providing authentic materials such as AVA that guarantee the access to the target language. In this regard, Teachers who do practice with the traditional methods have to access the innovative tools to enhance teaching foreign language. (Dif, 2017, p. 20)

In the other side teachers know very well that all the skills cannot be taught and practiced in the same time, but the chosen activities must be selected very carefully which have to be kind of mixed and create atmosphere of communication that pushes children to be engaged and speak, repeat, take notes, listen carefully, find key words, and expresses their thoughts.

In other words, since the communicative language is considered as a whole, then the teaching of it should be integral as well, because that would facilitate the students' natural language interaction. Applying this approach brings advantages to the students, as being exposed to authentic language which challenge learners to interact naturally in the language, realize that English is not just an object of academic interest but also an opportunity for them to interact in an almost real communicative situation (Bastias et al., 2011, p. 13).

2.4.1 Reading skills development

Reading is a skill which cannot be developed by just saying to students open your books and read. There exist exercises and strategies of reading which help students as well as teachers. Two main points of reading are extensive and intensive reading. The first one is when students read constantly and is able to choose what they want to read, whereas intensive one is all about the reading chosen by school or teacher. But the main point here stands to the ability of teacher to teach students how to understand the main points on what they read in SL, since it is not the same reading like in mother tongue. Reading in other language very easy students might lose the main point and focus on unknown words. In order to develop this skills especially teachers must be very careful on choosing tasks.

There are further roles teachers need to adopt when asking students to read intensively: organizer, observer and feedback organizer. Besides, when reading intensively, it is necessary that teachers find some accommodation between the desire of having students with a development of understanding a general message without considering every detail and the students' natural desire to understand the meaning of every single detail or word. If students and teachers want to get the maximum benefit from reading, learners need to be involved in both (Bastias et al., 2011, p. 18).

2.4.2 Listening skills development

Listening skills is the hardest skill to be mastered, especially from young learners. Listening and trying to get a message from other's target language needs a lot of attention and practice for a period of time." These problems include the fact that learners find it difficult to catch the actual sound of the foreign language, or they think they have to understand every word; otherwise they feel lost and get stressed" (Bastias et al., 2011, p. 26). This skill also is portrayed like extensive and intensive skill. The first one is listening according to student's choice where as the second one is directly related to listening of tasks chosen by teacher or

with studies purposes. This skill also can be developed inside the classroom and through school curriculum, but teacher must be the one who works a lot in choosing the right tasks and videos or audios in order to get students attention and make them feel engaged and appreciated while exercising this skill. One of the most used activities in order to catch students' attention is showing them questions and then playing the listening part in order to push them listening carefully and find the right answers. "When the teacher uses this strategy, he/she sets "a question or task which" is given to the "learners before they listen so that they know what information they are listening for" (Bastias et al., 2011, p. 24).

2.4.3 Writing skills development

This skill is very much related to reading skill, as much as students read in second language that much they will master the form of formulating correct sentences and write down words correctly.

Spelling is also a main issue in writing and in literacy. One of the reasons why spelling is difficult for students of English is that the correspondence between the sound of a word and the way it is spelt is not always obvious. A single sound may have many different spellings and the same spelling may have many different sounds (Bastias et al., 2011, p. 27).

Writing skill sometimes is considered as written language, which means that students have to learn a lot before they are able to give right and understandable messages to others. A lot of vocabulary knowledge, correct grammar usage, right order of the words and finally completely meaningful sentences." Although many students write on their own, it is much better to use the cooperative writing in classes, because group writing allows giving more detailed and constructive feedback. To write in groups, whether as part of long or short process is very motivating for students to develop this skill" (Bastias et al., 2011, p. 28) as cited by (Hamrer, 2007). In the other side giving students the opportunity to write as they want to express themselves, choose a topic they find more interesting or helping them before the task by playing any AV material which contains some fictive stories which might raise

students interest in listening and writing can help them a lot to feel motivated and give successful results at the end of the task.” Creative writing is a journey of self-discovery and self-discovery promotes effective learning. Students feel more motivated when teacher gives imaginative writing tasks, because they feel engaged and try to do their best in producing a variety of correct and appropriate language than they might for more routine assignments” (Bastias et al., 2011, p. 28).

2.4.4 Speaking skills development

Developing speaking skill means being able to understand and interact in a spoken conversation. Many students accepted that they are able to listen, write and read in foreign language, they even can understood two persons speaking in a specific language, but when it comes to their turn to speak they feel unsure and for unexplainable reasons they just cannot express themselves. “To help learners developing fluency, the most useful tool is asking them to speak, presenting different and interesting topics or communicational situations for them to express themselves as many times as possible” (Bastias et al., 2011, p. 33). Another important factor while teaching students to speak in L2 is to give them enough space according to needing time to express, not interrupting while speaking, giving useful feedback after they finished the presentation, helping them with selected books being based on their proficiency ability and expose them as much as possible to videos of target language.

For example, teachers can ask their students to act out scenes from plays and/or their course books, sometimes filming the results. Students will often act out dialogues they have written themselves. Another suggestion is using Communication Games. There are many communicational games, all of which aim to get students talking as quickly and fluently as possible (Bastias et al., 2011, p. 33).

2.5 The role of language skills development to effective communication

Mostly when it is talked about language in general, the first thought usually tends to fall about is communication. Everyone that wants to learn a different language from the mothers' tongue tends to learn to communicate as fast as they can, even they asked from the teachers: how is the best way to learn to talk English? Faced those situations second language teachers are obligated to tell learners that at first they have to master language skills.

Teachers of English as a foreign language are in a constant search of what may help learners increase their level of language proficiency. As a matter of fact, the frequent use of the foreign language in class should be conducted through good techniques and procedures. Therefore, the learner's mastery of the four skills especially language fluency depends to a great extent on the teacher's use of the most appropriate methods of teaching the speaking skill (Farhi, 2013, p. 5).

In order to be used to a new language exposure to it as much as everyone can is the most helping aid. But living in a country when SL is spoken only inside its' lessons, it is hard to be able to learn only by books or teachers, so added helping aids where target foreign language can be listened and practiced are more than needed.

Language learning is a complex process which requires the language teacher to use modern technology which implies the application of scientific knowledge to practical tasks by organizations that involve people and machines. Therefore, teachers need technologies relevant to the teaching/learning process. If the educationalists want students to be technologically equipped, all the changes and preparations ought to be done within the curriculum, school, teaching organization and finance (Farhi, 2013, p. 12).

Even though students in schools learn a second language for many years, many times teachers can notice a gap between learning English and speaking authentic English language

when it comes to expression. It was clearly followed the fact that students learn English at school from very early age, being exposed to school curriculum. According to this fact they are able to read, listen and write somehow but barely speaking. "For a few years there have been many opinions reinforcing the idea of language as a whole and proposing that the integration of the four skills is the key for creating a classroom environment as authentic as possible in order to teach English in a way close to a real communicative situation" (Bastias et al, 2011, p. 4).

Being based to these factors researchers can conclude that authentic materials which shows target language expressions are not used as they are needed. Real people and real setting in the production process, examples of language use in videos feels like alive, audiences can see and listen to the communication between people in videos which resembles actual communication in the real world.

The integration of the audio-visual aids such as videos and films provides exposure to the spoken language such as dialogues, plays, stories, interviews, as well as, they are very important since they give students the opportunity to see and to hear the foreign language in its real use. So to develop students' speaking proficiency, teachers should have the right choices of such materials. Furthermore, all audio-visual aids affect positively the student's speaking skill (Meriem, 2015, p. 17).

By the daily language presented in videos students benefit in two ways. It reaffirms students that what they are learning in the classroom is actually used in the real world and also students may gain confidence in using English when dealing with real world situations as they have already been exposed to real English in the classroom.

To develop the students' speaking abilities, teachers should use different techniques and materials. Using materials such as: audio, audio-visual and videotape in the classroom will facilitate the teaching and learning process and allow the students to get more information about grammar, vocabulary, pronunciation and intonation. The less effective speaking

performance is the problems that teachers can not deal with easily in the classroom are greater (Meriem, 2015, p. 18).

As mentioned here in order to have effective communication skills development of SL is the key factor which stops or continues the process. But developing language skills of children to the scale of speaking fluently and having no struggles while hearing native speakers conversations is not an easy task but a strong responsibility for teachers as well. A great role plays teachers' ability to speak, integrate and conduct the right materials to students.

Sometimes students get lost, they find difficulties to start talking or they could not think of what to say next, the teacher should give appropriate prompts and suggestions in order to help them to speak. Moreover, if students are not ready to answer or they give brief answers, the teacher could help them to say more by asking them questions about the topic which they are speaking about in order to help them to say more (Meriem, 2015, p. 31).

Another key factor which should be a concern to take in considerate is having in mind the limited time of students exposure to these materials, because according to the age and level of students' knowledge the exposure to SL should not be overloaded as well. Is always said that practice makes perfect, so through practicable activities communication or speaking skill will find its way to reflect as good as it might be possible in students' tasks and tongues, like games, debates, imitations, prescriptions of any favorite English celebrity etc.

Games which are made on the principle of "information gap" are designed to provoke communication between students in classroom. Whereas, one student has to talk to his classmate in order to solve a puzzle, draw a picture, put things in the right order, or find similarities and differences between pictures. Discussion is one of the most speaking activities used by teachers in the classrooms (Meriem, 2015, p. 29).

Most of the students as well as teachers learning and teaching a language especially the second one in a place where it is not spoken outside the school, the main goal of both of them is to learn to speak and communicate, but with the main purpose of knowing and being able to use the language how they learned.

To progress in their development children will need to have experienced quality speaking and listening activities, both spontaneous and planned. These experiences will also develop their skill in controlling their voice to match the audience and activity; for example, the noise level and voices used in a reading corner or during circle time will be very different to the voices needed in team games outdoors or playing cooperatively in the role-/imaginary-play area (Plant, Addysg, & Sgiliau, 2008, p. 8).

Being based on personal teaching experience and researches done all around the world about the integration of technology in teaching process, without any doubt anymore it is proclaimed that innovative approaches already have made a great difference in teaching. It is a great help for students and teachers as well to be able to use other added devices inside the class during teaching process. Bearing in mind as well the fact that mostly all learn better by doing not by seeing or hearing it lead to the conclusion that if teachers take the responsibility of bringing real life activities inside the classroom, not only students will enjoy the lesson, raise self confidence and self-esteem, but the teachers also will enjoy students engagement and happiness in process of successful learners. Knowing that students' achievement is teachers' achievement too, responsibility to creativity teaching raises when pleasure to activity blossom. So through technology exposure both from teacher and student side creating creative teaching has turned in essential way of improving society education.

2.6 The role of Audio and Visual materials in students' learning memory and the importance of them in motivating students develop SL skills

The primary task of the teacher when trying to make students to be used to a second language learning inside the class as they are exposed to it only at school in order to make it as more interesting and motivational as possible in one side, in another side to memorize and understand abstract topics, a task that many times makes teachers face the most often struggle. "The use of new audio-visual techniques in schools has created a new educational situation which gives rise to new types of behavior on the part of teachers as well as pupils" (Mialaret, 1966, p. 9). The use of AV materials in education process entered with the main intention of giving sense all the thought and planned things to be given from teacher to student positions.

The visual media serve merely to confirm and give body to the oral communication, the visual perception of the object gives no new information about its external aspect, everything necessary having already been said by the teacher (Mialaret, 1966, p. 117).

Being teacher of a living language like English language, is an activity which asks more than just teaching. An English teacher should always be active and prepared. Explain as clear and real as possible everything that it was planned before. In order to raise motivation of students to learn the content of the lesson teachers' must be organized in that way that use AV materials be as memory engine. As cited by (Mialaret, 1966, p. 123) "Right from the beginning the contemporary idea of teaching living languages by ear has included the behaviorist aspect, with all its advantages and likewise all its drawbacks. In the audio-visual method, since language is taught as a sequence of spoken words, it is the 'word' and not the 'language' which has more or less hypnotized those who favored the method". But since the whole language is made of words and especially for young learners all the meaning of it stands in knowing the unknown words, especially the meaning of them through visualized word express the essence of learning fast and easy.

Perhaps the most significant survey finding that supports the value of these multimedia tools is the direct relationship between frequency of use and perceived student achievement and motivation. Among frequent users (teachers who report using TV or video for two or more hours per week), two-thirds find that students learn more when TV or video is used, and close to 70% find that student motivation increases (Cruse, p. 2).

It is way interesting to face and see the difference in students' faces and eyes when they see that teacher has prepared something extra from outside the book. Being based of the changes through new era because of the perfection of technology young learners as well like to see and try something new except of learning content from the book. Not that they only like new methodologies and changes in general but they also feel far better motivated and in mood listening and watching what is going on through these new learning contents. As mentioned by (Cruse, pp. 24,25)

The content and context of the viewing are both crucial elements for engaging students as active learners. Other aspects of video that have been demonstrated to engage students in active learning are its address to 4 multiple forms of intelligence, its use of multiple modes for content delivery and its emotional appeal to viewers. (Cruse, pp. 24,25)

Since by changing of years the life is changing and becoming more dynamic too, every aspect of it is being attached by the form of living that everyone is doing nowadays. Because of the long exposure to technology tools our children are living from one part to another part of the world, watching live events, searching for different movies and books, hearing to different conversations, their interest and motivation to know more and find even more is rapidly raising from day to day."While traditional textbooks often take a primarily linguistic approach to learning, video's multiple modes can take a variety of approaches, such as aesthetic, logical or narration, in addition to linguistic, thus addressing the needs of a broader range of learners" (Cruse, p. 4). There exist cases when students while unintentionally search something and find something else, maybe related to the content explained by teacher at the

class, the other day she/he will come and ask about extra information. This fact leads to the end of that AV materials are developing different approaches and intelligence access of young learners.

Visual-spatial learners take in new information through visualization of the whole concept and think in holistic, often three-dimensional, images. Auditory-sequential learners, by contrast, think in words, processed auditory, and generally learn in a sequential, step-by-step process. Finally, tactile-kinesthetic learners take in information through physical touch and sensation, and they benefit from demonstration or application more than from verbal explanations (Cruse, p. 5).

It is almost well known that changing situations from the routine helps a lot in raising interest and motivation. The same is proclaimed by researchers through the years. AV materials not just help students to develop their English skills but they also contribute in being more concentrated while speaking, reading and listening. Researchers also believe that they (AV materials) also help students to believe more in their knowledge, if they have followed a video example of doing homework, creating something related to duty given by teacher inside the class or just a simple everyday conversation.

One of the greatest strengths of television and video is the ability to communicate with viewers on an emotional, as well as a cognitive, level. Because of this ability to reach viewers' emotions, video can have a strong positive effect on both motivation and affective learning. Not only are these important learning components on their own, but they can also play an important role in creating the conditions through which greater cognitive learning can take place (Cruse, p. 6).

2.6.1 Superiority of AV Materials over Traditional Teaching Methods

Usage of AV materials in teaching process and methodology is not completely a new concept. Using those materials to teach and learn as mentioned in the beginning of this chapter started during Second World War, especially to learn faster and directly related meaning from mother tongue to new language through pictures and videos. But by passing age as people and time the methodology and schools system changed. With the main intention of making things easier and more useable, people in general and especially teaching field researchers, have made a lot of investigation in order to adjust approaches easier to students and always according to students needs. In fact the researchers of technology tools and innovative methods to get easier in touch with people around the world made a faster step and created different gadgets. Those tools gave teachers different opportunities as well to use them and make possible creation of activities and approaches that students adjust faster, better and tandem.

These days, especially at private schools and language schools, we have great possibilities in what a teacher can do with his or her students, in terms of teaching methods, seating arrangement, visual aids, etc. With this freedom in teaching, we have as well an enormous number of ideas to use in our classrooms. However, since the time of our students is precious, one of the teacher's crucial tasks is to compare, analyze and evaluate the methods they use in order to motivate the students and to make the learning as effective as possible (Boumová, 2008, p. 6).

If we consider the time where today's young teacher has been students we can count a number of differences and changes. Some years ago teacher was the only source of knowing and giving information to students where as students were passive receivers whose only duty was to listen to the teacher and take notes of what they could remember from teachers' speech or what teachers asked to write to. Whereas today's teaching and learning system has changed a lot. Teachers in not anymore the center of knowledge and students are not passive receivers of it. The role changed as much as the whole system. Nowadays students are the

center of the teaching/learning system, the main duties are given to learners and done by them, whereas teacher's role is to give instructions and help in students' struggles.

Clearly, one of the aims of any methodology in foreign language teaching is to improve the foreign language ability of the student. However, traditional methodology is based largely on a reduction of the integrated process of using a foreign language into sub-sets of discrete skills and areas of knowledge. It is largely a functional procedure which focuses on skills and areas of knowledge in isolation. Vocabulary, phrases, and sample sentences from other fields and activities, even from the realm of specifically communicative English, were excluded, which actually meant that the content of the course was limited to the specific vocabulary and grammar of the chosen field (Boumová, 2008, p. 10).

Traditional approach mostly has been based on teaching grammar, rules of language use and by heard vocabulary word, which led to the ending of learning just for a period of time and forgetting very fast, and not being able to use knowledge, even less to communicate and a SL speaker. "Briefly, the traditional approach shows language primarily from the rule-governed point of view and concentrates on the knowledge of grammar and items of vocabulary, it is supposed that a person who knows the rules and the lexis is able to understand and speak the target language" (Boumová, 2008, p. 12). According to these mentioned facts it is proclaimed that some years ago was believed that if a learner is able to learn grammar rules and create sentences according to them she/he will be able to use the language. But the reality stands otherwise, according to new methodologies and modern teaching approaches. Today's teaching mostly is based in being able to use learned knowledge in real life situations.

Teachers' methods, courses, and books had to be adjusted to new needs of the learners to fulfill their expectations. Instead of grammatical competence, communicative competence became the priority. Instead of memorizing grammatical rules and isolated vocabulary, modern methodology prefers to present contextualized language and to develop

skills. The main skills are listening, speaking, reading, and writing. They can be classified into two groups: receptive (listening and reading) and productive (speaking and writing). The tasks should improve skills, not test memory (Boumová, 2008, pp. 21,22).

According to Bumova,2008 in order to find teaching and learning successful as a whole process, school teachers should pay high attention to modern methods of teaching. In order to the way that students to develop language skills instead of grammar and language concepts planed to be developed according to books, which students may forget so fast and not be able to use language at the end of specific period.

A high-intensity active learning technique would be one in which students are highly involved in a learning experience such as using the principals of project management to build a catapult and then using the principals of statistics in summarizing results of accuracy in launches. The concept of active learning is fairly open-ended and evolving. With the continual advent of new technologies, there are many possibilities that can enhance student experiences. Maybe most importantly, active learning provides opportunities a for unique and innovative student experiences (Weltman, 2007, pp. 8,9).

Taking into the account the fact that technology has become an undivided part of even creation of personality, especially to young generations, these changes have in a way touched so much the part of the way of gaining new knowledge for good or for bad which leads the concern of if students are using it in the right way in the right time for the right purpose. This new era brought new needs and desires as well, and the main one can be considered of feeling the doing. So the approaches of learning by doing through integrating Visual and Audio materials in lessons which bring real life and real action inside the class, allow children to experience and enjoy the learning display.

2.7 Use of Technology for Teaching in Formal Education

To remain globally competitive and develop engaged citizens, our schools should weave 21st century competencies and expertise throughout the learning experience. These include the development of critical thinking, complex problem solving, collaboration, and adding multimedia communication into the teaching of traditional academic subjects (U.S Department of Education, 2017, p. 10).

As mentioned now a day's teaching process is not anymore a process where students can explore knowledge by only being exposed to an only field and the main source of gaining and practicing knowledge is to learn and telling productivity by a book. Now a day's teaching is seen a competitive field. And to be e winner competitive broader knowledge is necessary.

A key part of non-cognitive development is fostering a growth mindset about learning. Growth mindset is the understanding that abilities can be developed through effort and practice and leads to increased motivation and achievement. We need to guide the development of competencies to use technology in ways that are meaningful, productive, respectful, and safe (U.S Department of Education, 2017, p. 11).

"Inclusive Education (IE) refers to the ambition, and goal, that all children regardless of ability or disability should be educated in mainstream classes in their district schools, receiving education and support as required by their needs" (Grönlund, Lim, & Larsson, 2010, p. 1). Failing to include all of the students in learning process according to teachers' plan or students' needs is teachers' responsibility, and it does not mean that the loss of gadgets carries the guilt of bad conditions to find the most appropriate and easiest way to fulfill successfully the learning process. "Education providers now need to demonstrate that they are addressing the educational needs of all their learners. For every learner who fails to progress or demonstrate their potential, the institution must be seen to intervene with additional support and services" (Walker & Logan, 2009, p. 3). Using help and gaining knowledge as being a teacher sometimes is not what a e teacher as well as learner need when

both face real life situations. No one can succeed any imagined or wanted goal by possessing something and keeping doing the same actions for a long time. In order to be a successful professional worker a teacher should be able to combine, adjust, use and tandem all the possible things that profession offers, which means that, until teachers are able to use curriculum, devices, actions and literature books to combine and make it an active learning process, teaching methodologies will remain tried approaches.

Taken together, the correlation and experimental evidence does not offer a convincing case for the general impact of digital technology on learning outcomes. This is not to say that it is not worth investing in using technology to improve learning. But it should encourage us to be cautious in the face of technological solutions to educational challenges. Careful thought is needed to use technology to best effect” (Higgins, Xiao, & Katsipataki, 2012, p. 3)

The responsibility of teachers in using technology is very high, especially with young students teachers should pay attention on how to use and adjust the new methodologies in the process in order to not allowing students losing the main point of the content to be learned and cause of technology to be used for.

A further, more speculative point relates to the phases of implementation or adoption of digital technologies. Overall, the challenge of assessing the impact is more acute than ever. The rise in technologies and the range of ways that they can be used in diverse educational settings across the spectrum of learners, coupled with the pace of change of technology make the task ever more demanding (Higgins et al., 2012, pp. 7,8).

As interesting, good and successful the integration of technology in teaching system resulted to be according to different research reports, the same time it can be difficult and hard adjusted. But as mentioned earlier the studies and researches done through years never was reported the teachers did not achieve the goal of the process, if help of technology gadgets

was present. But the main and only concern and issue about this whole living and active process still remains the way of appropriate approaches to be used according to needs and wants of learner.

CHAPTER III: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction of the research design and methodology

This chapter deals with the experimental description of the study regarding the effectiveness of using Visual and Audio Materials in classroom with primary school students' to support English skills development. Specifically it examines motivational and supportive effect of Av-s in among 5th grade students' language skills development. It provides gathering data with the main findings concerning (qualitative data) experiment and (quantitative data) post test on students' performance through usage of Av materials and without using them. Furthermore, a detailed description of the usage of Av materials in English lessons through research will be showed containing, population and sample, data collection instrument, procedure and findings in the ESL.

3.2 Design of the study

This study is realized by qualitative and quantitative methods being based on an experiment. This study took place on primary school "Shaban Jashari" in Skenderaj and the main participants were 5th grade students. These students were chosen intentionally, because of their proficiency and knowledge of English language. In order to determine most suitable teaching approach with or without usage of AV materials, since there were four classes of 5th grades students were divided in two groups. Two classes were using AV materials and were called experimental group, whereas two others were not using AV materials and were called observed group. The two groups were learning the same English content but the first one were taught through modern teaching approach whereas the second one through traditional teaching approach.

In order the research to be completed a list of different methodologies through modern teaching approach were applied with students. At first students were told about the research, contents that they will be taught through one month experiment and the steps that they will go through. Having the book offered by Ministry of Education in Kosovo for 5th graders called "Exploring English 1" for these level of English learners as the main base of learning, the content of the materials developed were taken, explored and developed only from the book for observed classes, whereas for experimental one these contents were first explained as developed as in books, but the audio book were played on radio from the CD book and then extra added information were played on laptop through YouTube videos chosen and prepared by me as well as pictures and songs always related to the teaching content. The topics chosen to go through this experiment were: Object pronouns, daily routines, present continuous and giving commands. The instruments collected and gathered for the realization of this research during the study were many:

- Showing and describing topics content from the book
- Played videos and songs, showed pictures
- Posit questions to students after every listened videos in order to test listening, concentration and understanding of L2 native speaker
- Test reading of English subtitles on played videos by asking learners to read aloud or replay on them
- Developing games on learned content in order to check understanding of it through AV materials and speaking skill also
- Writing personal daily routine
- Final test about overall developed content
- Questionnaires on students' aptitude toward AV materials
- Teachers' interviews toward AV materials usage

3.3 Research Questions and Hypothesis

The main purpose of this research study is to investigate, show up and report the importance of the of using added materials in the process of learning and teaching, more specifically the use of Visual and Audio materials to support English skills development, as key factor to adjust help for students to learn faster and better communication in an already international second language in school. In order to achieve this goal, this study was based in main research questions and hypothesis.

Research questions:

1. Does visual and audio materials support English skills development?
2. Does classroom learning atmosphere change for better using audio visual aids to support English learning?
3. What is the role of the audio and visual aids in enhancing EFL student's skills?
4. Would audio and visual aids help to enhance learners' acquisition of English language?
5. Do English teachers and students like "enjoy" visual and audio aids for education purposes?

According to the periodical research work in school for the purpose of finding out responses of these questions, main hypothesis has been determined as follow as well:

Hypothesis:

1. Usage of AV aid materials support English skills development.
 - 1.1 Av materials give students a better opportunity to understand easier English specific content

2. By using AV materials in English lessons the possibility to create an effective, beneficial, stimulus, interesting and stir emotional learning atmosphere are greater

2.1 Using AV-s in classroom teachers' opportunity to enhance students' concentration and develop English learning as well as skills is of an extent.

3. Teaching English as a second language by help of AV aids is more effective than by traditional methods

3.1 Students needs of learning suits better when AV materials are used for educational purposes.

4. AV materials are beneficial and supportive for English as foreign language learners' students

4.1 AV aids allows teachers to work better for students' enhancement of English learning acquisition

3.4 Population and sample

The study took place at public primary educational school "Shaban Jashari" in Skenderaj. This school was selected because of the place where I am an English teacher. The target sample population was as well chosen intentionally by me and the main ones were 5th grade students. They were around 10 – 11 years old, and their proficiency of English was intermediate. In this school were four classes of 5th graders and this made easier for me to divide them in two different groups, in total they were one hundred and three students from which fifty nine boys and sixty four girls. According to the structure of the study students were divided in experimental and observed group, which means two classes used AV aids through development of chosen content by teacher, whereas two classes did not, but were taught by traditional method and called observed group for the purpose of the study. The main topics chosen to go through for this experiment were as well selected intentionally by me. The topics were: "object pronouns", "daily routines", "present continuous" and "giving commands" The main purpose of choosing them was that in this phase of learning English

students introduce to English grammar, and taking in consideration that this topics needs more time to be understood and applicable in practice by students, in the other side teaching them being based only on school book content seems deficient and perplex, I saw that it is necessary to help students understand more by adding helping aids and added materials and extra examples. Being based on this situation I developed this study converting it in a research experiment. The experiment group was taught on a class called “Technology laboratory” because of technology equipment, while observed group was taught in normal class

3.5 Data collection procedure and instruments

As the very first step, ethical permission from the schools’ principals was obtained for the allowance of the study. Personal data were assured that will remain confidential since the participants’ names would not be needed.

Procedure I

Usually in English as a Second Language lessons in Skenderaj a traditional approach of teaching/learning process is held. Teaching SL is mostly being based on the books, teachers’ give instructions to students’, while students’ listen to English only when teacher read or another student read from the book. Furthermore, many of instructions are given in Albanian language. There is very rarely used any other added material to develop English listening skills by English speakers. The reading skills is developed again only by usage of English schools books (students’ read stories or exercises from the book and translate them to Albanian language). According to book the writing skill is developed too, students prescribe English stories or exercises in their notebooks. There is rarely used any extra exercise or explanation to develop students writing skills in English. The situation does not change about speaking skills development too. Students according to traditional approach practice their English speaking only when they read aloud from English books. In order to notice better the differences of English skills development support through audio visual materials, based on elicited results we will find out which method is better, more useful and outstanding

according to students' obtained knowledge. To make this research more persuasive a number of procedures and activities are going to be held so through them I am going to show out and prove above mentioned hypothesis.

In two classes of observed group English teacher went to the class where students were sat down on the rows. In each desk were two students together and in front of them they had English books and notebooks. At the beginning teacher asked if students had any homework. The teacher had a notebook which she called a personal diary, there she had students' names and all data procedures about all the students like evidence of every important things. Usually if students had homework she used to call them by names and check on the homework. If not she took one of students' book, raised it on her hand in front of the class and explained the specific planned content according to book examples.

The first observed topic was Object Pronouns. The teacher asked a student to take the book and read a story about (O.P) in front of the class while others follow it on their English books. (See Appendix 1)The whole class listened to the student reading. After that the teacher explained O.P forms and usage according to grammar rules, also how to notice and define them on texts. After this procedure she made a question to the whole class: Can you differentiate or notice O.P on the story from the book? But students responded that they need to hear again someone reading the story in order to be able to give a correct response. So teacher picked up another student to go in front of the class and read the story from the book. After this procedure the teacher made some questions for the whole class in order to check on learners' understanding.

The same content was developed with experiment classes as well, called Object Pronouns. At the beginning students were showed an O.P video on the laptop. (See Appendix 2) I did not give any explanation to learners, but just let students listen and try to find the meaning of the content from the video. In order to understand better I replayed twice the video. Students looked very curious and concentrated to listen as well as read English subtitles on video, the class was completely silent while video was playing even though there were over thirty students. After video was finished I played audio book on radio, the CD was school book CD.

Students listen very interested to it as well, while listening some of students made some happy facial expressions like making clues that they understand enough as to be ready to notice O.P. After finishing this procedure I made some questions to students a high number of volunteer to speak were ready not just to identify O.P but to explain the story from the book but the video speaker also. At the end I asked them to go to the board and write independent examples from what they heard or read from the book containing an O.P in the sentence. I picked up only five students.

Procedure II

The second lesson was about daily routines. As in the first one the experiment started in observed classes. At the first time teacher asked students if they understand what the routine mean in a general description, a few students raised their hands and gave their opinions but not as needed of expected to be understood, than the teacher explained in very simple steps and a very general meaning of it. Then she asked students to open the books on a specific page directly related to examples of daily routine. (See Appendix 3) In the book two first examples were done whereas teacher asked the class to finish fulfilling other examples on books following the given examples and gave ten minutes about it. Students calmly started finishing the given work, after ten minutes she asked if they are done, students responded with yes more than the half of the class and teacher gave the permission to read sentences from the book for students who raised the hands that are already finished. After this procedure she asked students to a usual daily routine of their life from morning to night by speaking.

The content daily routine being based on the book was developed with experiment group of students but through AV materials by added aids. Being introduced to the research methodology students already had gone on the technology laboratory and prepared the class and themselves not to lose time. I didn't tell them the topic of the lesson, I asked students for a completely silent classroom in order to listen better and understand SL speaker. Students took in consideration my advices and listened until the end. Video was replayed with the main intention that students to be able to work right on their work exercises by the end of the

lesson (See Appendix 4). While they were listening to You Tube video learners they seemed like they like the methodology according to facial expressions and mimes. After this I played the audio book on CD which had the same content as the books that students had on their desks. In order to make it easier for them, I told to follow the book sentences simultaneously as they are listening to the CD. At last ten minutes of the lesson students were asked to take some piece of paper each, and write a personal daily routine (exercise writing skills) being based on video example.

Procedure III

On third week of the experiment study student faced with grammatical issues, the chosen content for those lessons was Present Continuous Tense. As usual in observed class the teachers' methodology to manage the lesson was using the class book and workbook. At the beginning she asked for any homework than the development of the content started by making some specific questions about verbs, but in the mother tongue not in second language, some of students responded. After that students were guided to open the book in a specific page (See Appendix 5). She told them that the main purpose of that lesson was grammar and specifically present continuous tense. In order to make it easier for students in Albanian language she asked, what students think that continuous tense tend to be. A few students gave kind of response, than the teacher explained the rule formation of this tense also when and how to use it. After wards she told students how to fill up the exercises on the following already the filled examples, than prescribe those examples on English notebooks. In fifteen left minutes of the lesson the teacher called by names all the students to read the sentences from their notebooks.

The same lesson of present continuous tense was taught with experiment classes too. Students were already in the technology class and were waiting for the teacher to come and full of curiosity about the today's content lesson. At the first minutes I asked the class what they think that continuous tense might tell us. Some students raised their hands and responded, and then I asked them to open their books and look to the pictures from the book and try to tell me what the people are doing according to the pictures (See Appendix 6),

students without waiting started talking trying to express their thoughts, I asked them to wait and talk one by one they stopped and listened to my advice. As an energizer I made some critical questions about the pictures on the book, and then I played audio book CD in order that students to have clearer thoughts about actions that last. Afterwards the You Tube video as added material and examples was shown to the learners. As homework they had to write and prepare like a speech presentation of what they like doing for a long period of time.

Procedure IV

The fourth week of experiment founded the content of Giving Commands. Students' were taught how to give commands in English language. As explained in the book through examples and pictures (See Appendix 7). The teacher asked to open the books in a specific page where the content about giving commands was included in the book. Then she took a book from one of the students and read in front of the class a short reading story, afterwards asked students to prescribe that reading story of the book on their notebooks and translate in Albanian language. After students started telling the teacher that they have finished writing she responded, "Now look at the same page of the book, there are some command examples, create a sentence for each of them on your notebooks".

As usual the content of teaching for experiment classes is the same but the procedure of teaching changes. At the beginning of the lesson I used question and responses as energizer to start the lesson as well as to exercise SL speaking skills. I made questions about the difference of giving commands and asking something politely, and what do students understand by giving a command to someone. Then in short terms I just mentioned in front of the students that the content of the lesson was all about giving commands, and I played prepared video for them. After the video finished I asked to open the books as follow the reading part of giving commands on the book the same time as they are listening to audio part of it. In order to check their understanding as a home work I guided the learners to prepare a pair work presentation conversation of daily life, but it was obligatory to include commands on the conversation.

3.6 Instrumentation

Activities related directly with the motivation of students to learn SL with the help of added materials AV aids were done. Through these instruments of experiment the measurement of students' achievement, enjoyment, self-esteem and motivation were achieved. To make it more real and persuasive a final game, a final test, questionnaire and interview with SL teachers was organized. Game with experimental group of students was called "Key word". In this game students were divided in two large groups, each of groups had to choose one of the topics taught during these four weeks by with the help of Audio Visual materials. After the topic was chosen students had to work in their group without any noise and write ten different sentences on a piece of paper directly related to one of the chosen topics i.e "present continuous tense" but not to write the key word in sentence which had do be directly related to the topic chosen earlier. The time for this game was fifteen minutes; I told them where the time was up. Then a student from one group read a sentence aloud in front of the class and the other group had to guess the right word that fits better on the sentence and tell the topic that that sentence belong to. Students had to read sentences by order one students from a group than another from against group. The group who found the most correct answers won.

Table 1.

<i>I need some water from this bottle. Open _____ (it) Object Pronouns</i>
<i>I usually _____ at 9:00 o'clock and eat breakfast. (wake up) Daily Routine</i>
<i>He is _____ salt on her soup. (putting) Present Continuous Tense</i>
<i>_____ me the dishes! (give) Giving commands</i>

After all activities for four weeks were finished, in order to measure the effectiveness of Audio Visual materials a test which includes questions from all area contents developed was held. (See Appendix9) The last activity realized with experiment group of students was a questionnaire,

which was created for the purpose of measuring students' enjoyment on the lessons of using AV materials and the effectiveness of those aids in: learning and understanding better and faster, developing English skills, being more interested and concentrated and remember better.

The least step realized through this experiment was interviews in English teachers through which I found if teacher use AV like added materials or helping aids to teach SL, if they like using them and if they think that technology materials usage facilitate their work.

Chapter IV: Study Results and Discussions

4.1 Introduction to study results and discussions

This chapter covers results and analysis of qualitative and quantitative data, gathered for four weeks research experiment with students and second language teachers. The section of analysis starts with the discussion of analysis of differences between the classes with which Audio Visual material aids were used and those that were not, through the experiment, further deals with students' questionnaire as qualitative data. Than teacher's interviews will be presented as quantitative data directly related with the usage of AV materials. As a final procedure this chapter will prove the effectiveness of the use of technology tools especially AV materials in supporting English skills development inside the classroom and second language acquisition as well, through a final students' post – test.

4.2 Experiment description

At the very beginning of the experiment procedure I explained to students overall steps of what they are going to face through all this time that qualitative and quantitative experiment will be realized. At the first time that I mentioned laptop, videos, songs, pictures and games they felt excited, happy, curious and very cooperative with me. The main interesting thing that I noticed in their faces after I described in details the purpose and the procedure was hundred of questions from excitement. Further I found myself in a very noisy and happy class because of the desire of students to develop activities through learning. Every time that I showed the videos in

general the learners were very quiet, concentrated, curious and very much interested to understand. They made a lot of questions to me if only a single word came unknown. Every time when I tried to check on their understanding of the content through different questions related to listened videos or audio books, I could see a lot of raised hands volunteer, to speak to give a response or to describe content. Every time learners listened very carefully and seemed far away interested and concentrated in new materials than just learning by books. In every played video students felt curious in reading English subtitles, even more successful were for me when I saw students writing unknown words on their notebooks and asking me for the meaning after the video finished.

Through help of added materials and different activities organized and prepared by me students in every lesson felt more motivated than learning by traditional methods, many times they asked for the permission of imitating the person who they say on video, repeating what the listened or just trying to speak English as persons they saw. In every activity that was prepared to develop writing and speaking skill students felt very cooperative and every time tried to speak in English language. After every finished lesson they asked if the next one will be like this or what are we going to do next time.

Every new lesson after the first one, students prepared the place of laptop, radio and the place where teacher will stand, this for me was a key signal that students were highly motivated and usage of AV materials was very effective in learning in general and developing SL skills specifically. Whereas group of students who were not using AV materials but were learning through traditional method, in every lesson I noticed the same atmosphere of learning, a low scale of motivation and enthusiasm to learn SL, same methodology and a few of happy students who declared volunteer to write on board, speak in SL, describe what they understood or asking for a new specific word.

4.3 Introduction to hypothesis testing

In order to prove the achievement of the hypothesis framework various statistical operations were realized such as: game based activity (speaking skill) measurement, personal daily routine writing (writing skill) measurement, final test, student's questionnaire, teacher's interview. The

results of each instruments will be shown, analyzed and discusses through defense of mentioned hypothesis.

4.3.1 Usage of AV materials to support English skills development

In order to prove that Audio Visual materials support English skills development and motivate them to speak more in second language than traditional teaching methodology. I made a game activity with students and oral questions at the end of it. The game was called “Key Word Activity” as mentioned and described in table 1. During the game students were very cooperative, excited, worked hard to win, very happy and noisy when they pointed correct the key word and took the competition very seriously. As students were divided in two groups 60 students were the group of experiment (AV-s used) whereas 43 were observed group (AV-s not used).

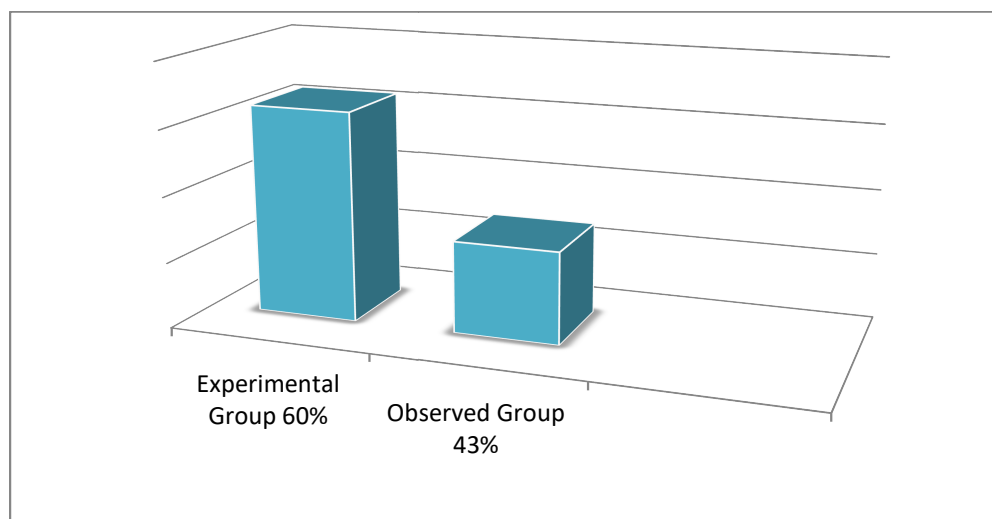


Chart 1. The percentage of students who took place in experimentation

4.3.2 The analysis of first hypothesis

Hypothesis1. *Usage of AV aids materials support English skills development.*

To be able to prove and support first hypothesis students’ questionnaire of the first question responses served very well.

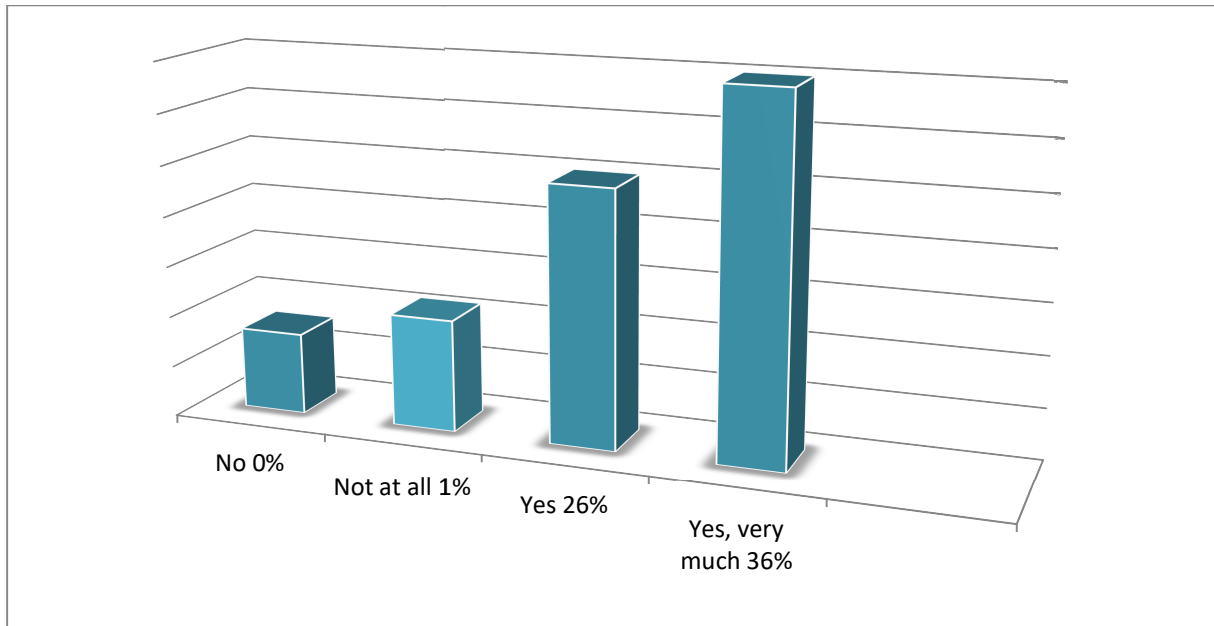


Chart2. Calculation of the students responses of the question 1 of students' questionnaire:
Did you like using audio visual materials during learning new English content?

The chart two shows that students liked and were very satisfied being part of teaching and learning process through technology tools, because they are giving more opportunity to feel engaged on the activity processes and new knowledge were welcomed.

As presented on the chart responses of students are as follows:

- (36%) of students said that they liked very much usage of AV materials
- (26%) of students declared only with yes I like usage of AV materials
- (1%) of the students responded not at all
- (0%) of students responded with the option no

In order to make this research more believable others' foundations through researches can be taken in consideration and results might be compared. In the research done by Meriem, 2015 students declared that they learn better when using AV materials and those materials are more interesting, understandable and give the opportunity to see and hear the language." As table (22) shows, (52.5%) of participants said that using audio visual aids is the best way to develop the speaking abilities because they are important and interesting tools, also they motivate students because they give them the opportunity to see and to hear the language. So in this way

students learn better. In addition to that, audio visual aids facilitate the understanding through gestures and body language (Meriem, 2015, p. 64)”

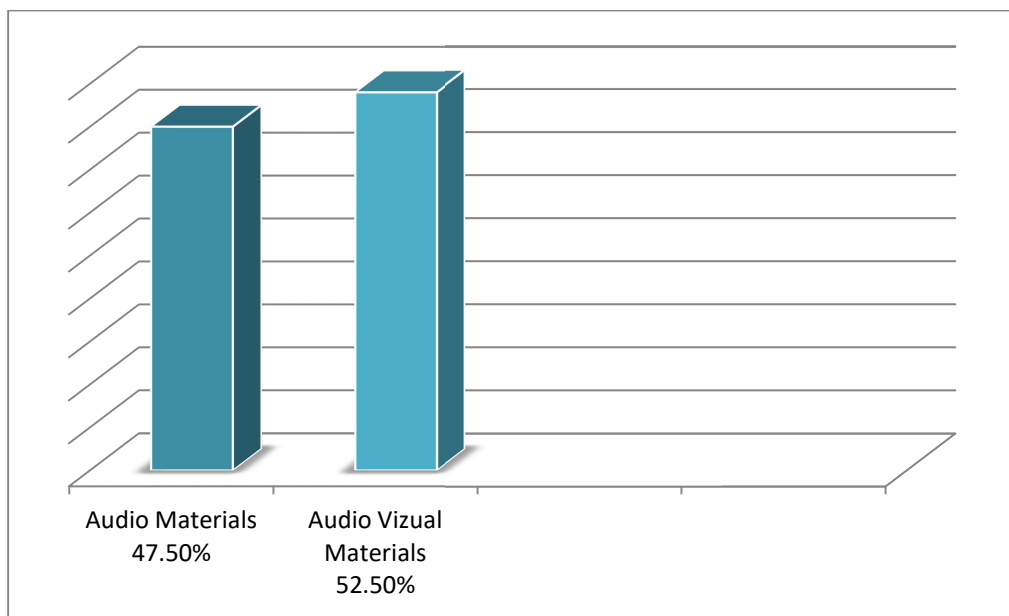


Chart3. Students’ responses for usage of AV materials in developing SL speaking skills over only audio materials according to (Meriem, 2015, p. 64).

Hypothesis1.1 *AV materials give students a better opportunity to understand easier an English specific content.*

Through the use of AV materials as added material except of book content students profit a better opportunity to understand more an easier a specific content. This was proved after the exercise of writing a personal daily routine was given to students. The experimental group exercised the reading part as well as book exercises about daily routine but AV materials as supportive aids were added too, whereas observed group learned daily routine only from school book content. The following charts will show the results of students according to assessed work “My Daily Routine”. Given marks to them vary from 5 the highest to 1 the lowest.

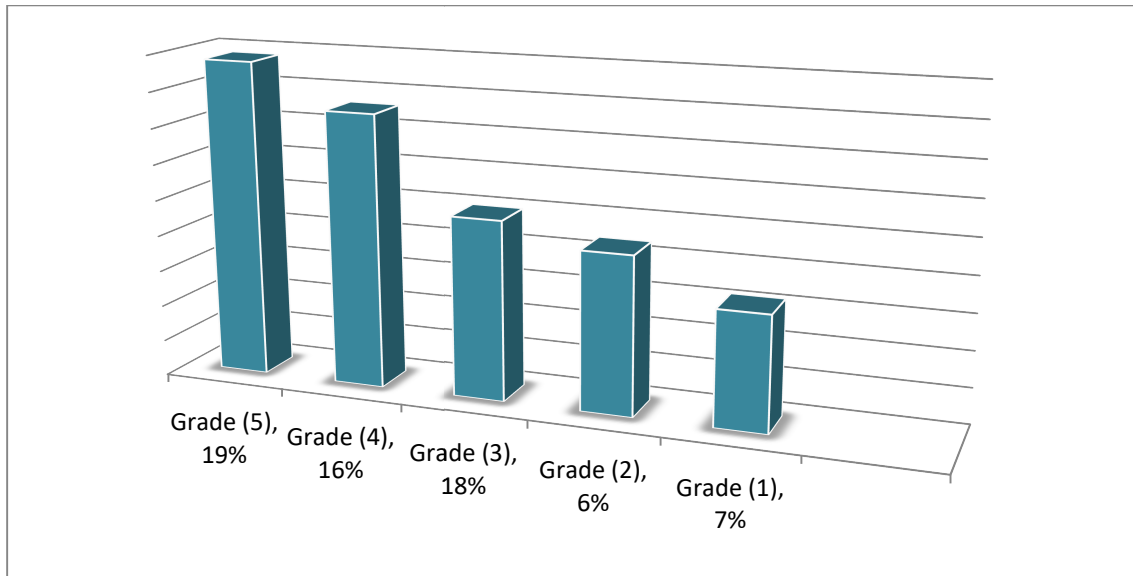


Chart4. Results of experimental group students in writing “My Daily Routine”

As being presented on the chart 4, students which learned SL content through added material aids, like AV materials, their grades were higher and differ a lot if we compare them with grades of students who were taught through traditional methods. Experimental group of students achieved those grades:

- 19 students, grade 5
- 16 students, grade 4
- 18 students, grade 3
- 6 students, grade 2
- 7 students, grade 1

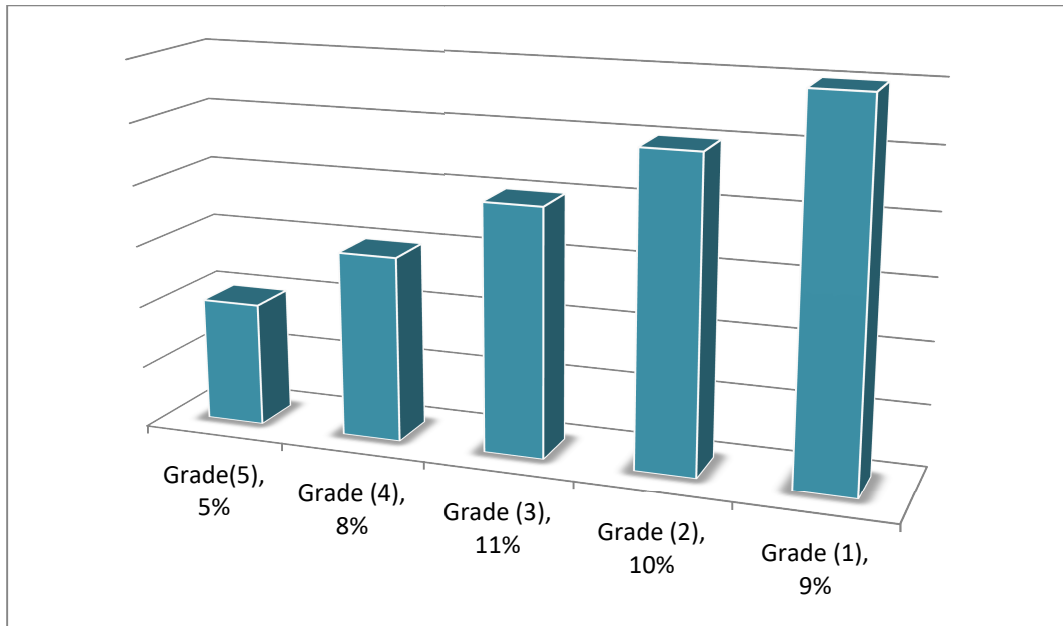


Chart5 Presents the results of the observed group students who wrote “My Daily Routine”.

As the results can be seen grades achieved of this group of students are obviously lower than the experimental group of students. Gained grades of this group are as follow:

- 5 students, grade 5
- 8 students, grade 4
- 11 students, grade 3
- 10 students, grade 2
- 9 students, grade 1

4.3.3 The analysis of second hypothesis

Hypothesis2. *By using AV materials in English lessons the possibility to create an effective, beneficial, stimulus, interesting and stir emotional learning atmosphere are greater.*

Taking in consideration the possibility that students were those who faced the situation of learning through new materials and tools, their prospective of evaluation of these tools from theirs side is the most believable one. The following charts will show some of students, responses which closely related and prove to second mentioned hypothesis. In the (Q2) of the questionnaire, their responses were as follows.

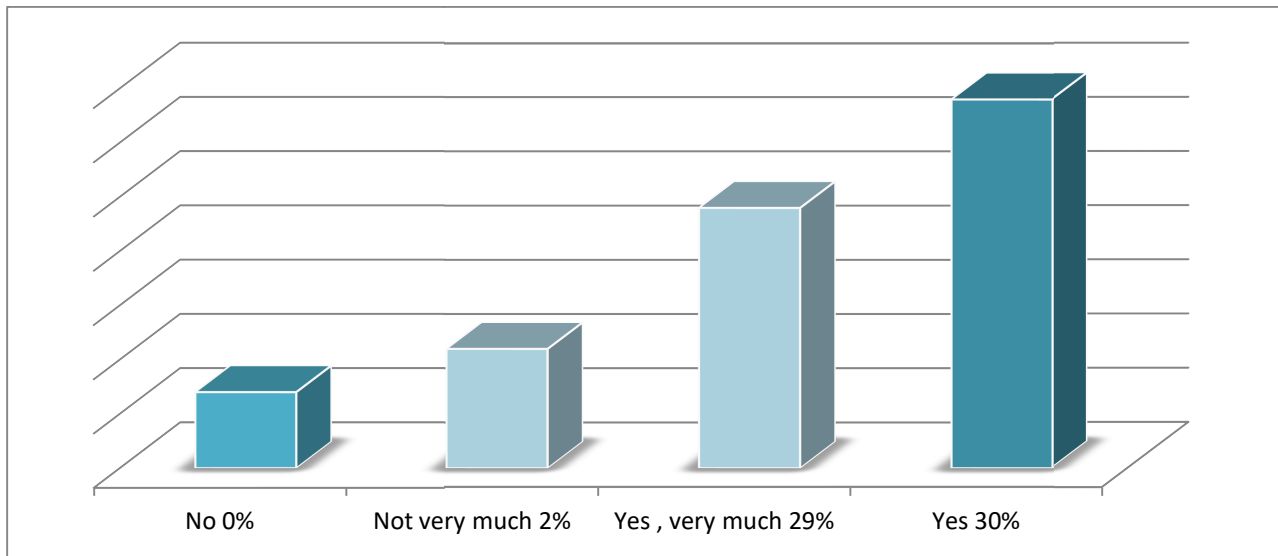


Chart6. The calculation regarding the question 2 of students' questionnaire: Did you find helpful audio visual materials in understanding better English content?

As presented in Chart3 almost all the students that used AV materials for teaching purposes found them helpful in the process of learning. (0%) of the students responded negatively in finding those aids helpful, whereas only (2%) of them responded with the option not at all, responses that if we compare with average positive responses result to be very low. In the other side if we check the positive responses in finding helpful AV materials in teaching and learning process, it is noticeable that there if founded a high percentage of (30%) of the students who responded with yes and (29%) of them responded that they found those aids very helpful.

With the purpose of checking if AV materials usage inside the classroom gave a contribution in creating a more interesting content of English content Q4 of the questionnaire gave a prove of it.

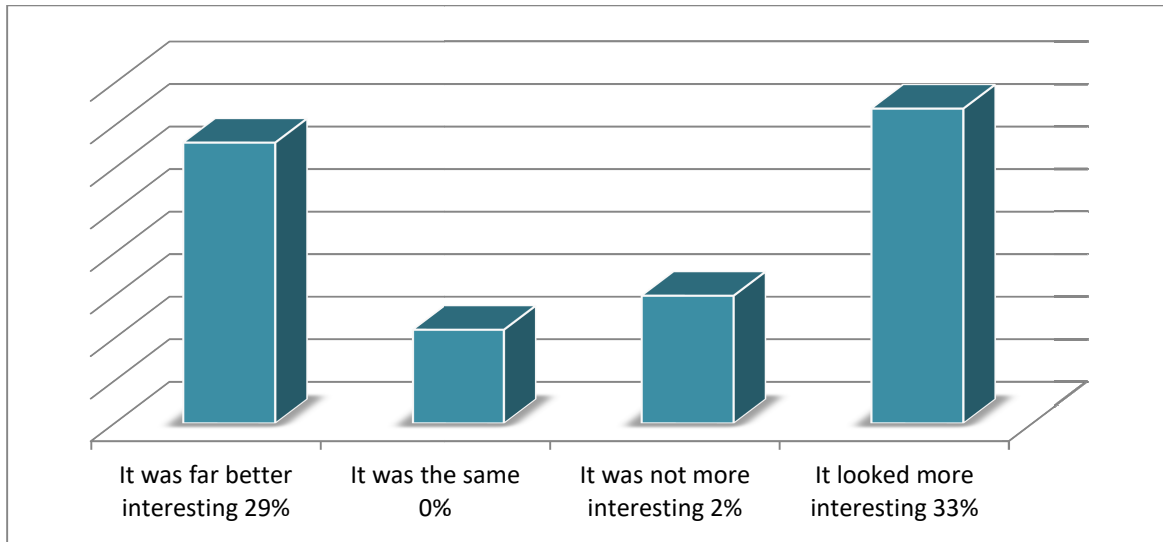


Chart7 Calculations of responses of the question 4 of students' questionnaire: Does the English material content seem more interesting being explained with audio visual aids help?

As the chart7 shows the results it is clearly obvious that AV aids helped in changing learning situation and it looked more interesting to students. Being based on the given responses results tend to be as follows:

- It looked more interesting (33%)
- It was far better interesting (29%)
- It was not more interesting (2%)
- It was the same (0%)

Finally to prove better hypothesis two and to show through students' responses that AV materials usage through experiment was effective in Q6.

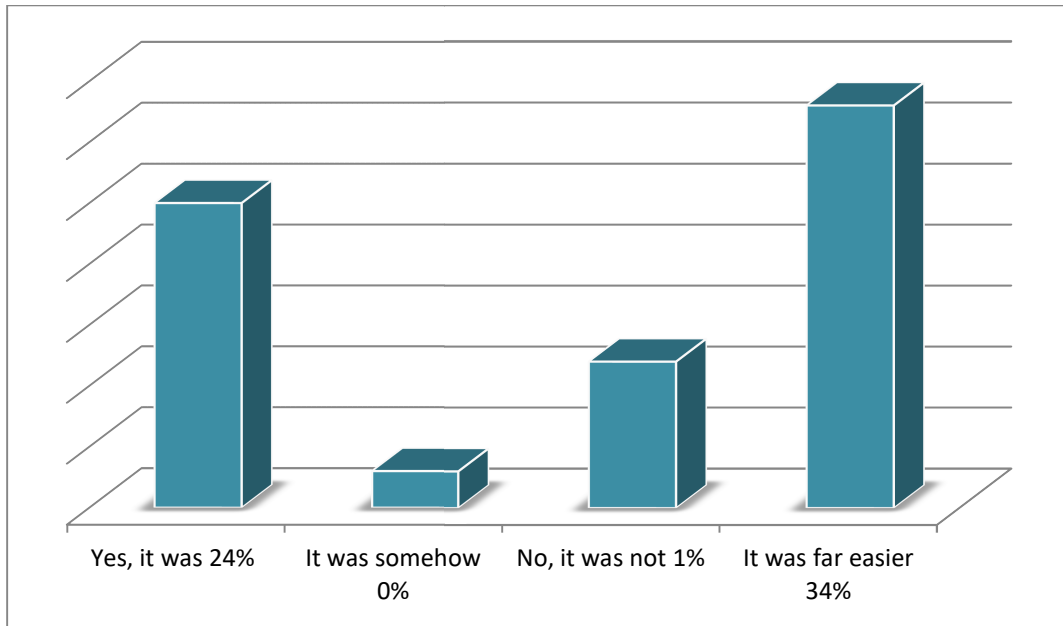


Chart8. Calculation of the responses of the question 6: Was it easier for you to understand English language by pictures and played videos?

Through presented results of the responses of students' questionnaire of question 6 in chart8, that circulation of positive options given below the question was chosen more by students implies that AV aids were effective in use and made English language easier understandable for them. Percentage of the positive responses guides comparing with negative ones as follows:

- It was far easier (43%)
- Yes it was (24%)
- It was somehow (0%)
- No it was not (1%)

Hypothesis 2.1 *Using AV-s in classroom teachers' opportunity to enhance students' concentration and develop English learning as well as skills is on an extent.*

To be surer in effectiveness of positive sides of using AV materials in teaching and learning process of course that teachers' side and thoughts plays a great role, and their responses are

very important. So to prove better the investigation results and students' prospective also, teachers' interviews responses were taken in consideration, in order to prove better the 2.1 hypothesis.

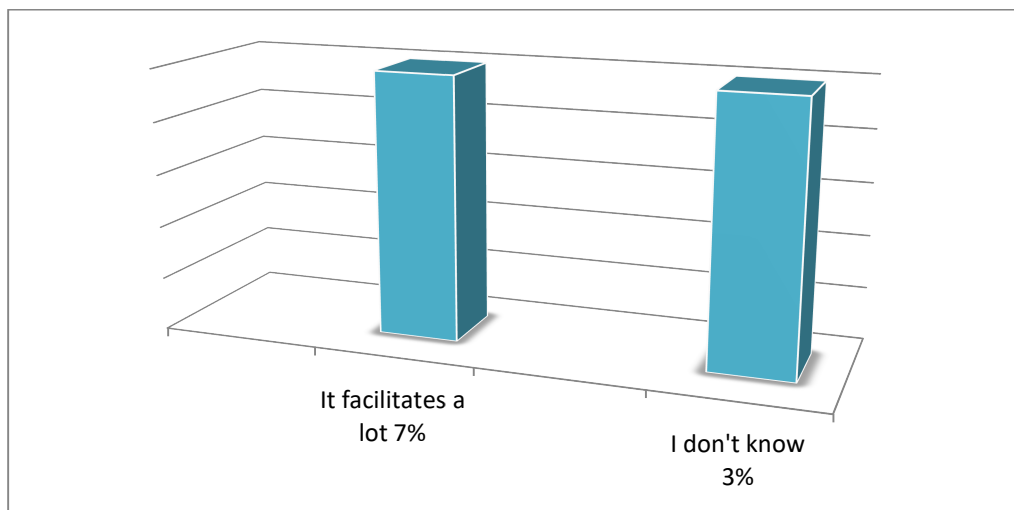


Chart9. Calculation of teachers' interview responses of question6: Do you think that AV-s facilitates your job of explaining English content to you students?

As seen in chart9 it is easy noticeable that teachers accepted that if AV materials are used to explain SL content it is helpful and facilitates their job. (7%) of them responded positively whereas only (3%) of ten interviewed teachers were not sure. Asking further why they proclaimed that those materials facilitate their duty teachers responded as follows.

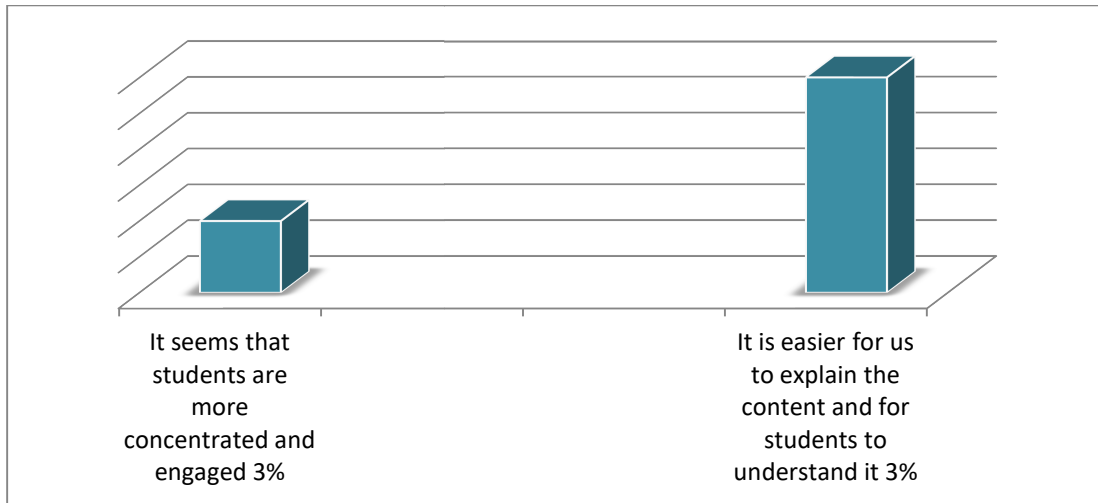


Chart10 Calculation of the responses of 7th question in teachers' interview. Why do you think that AV materials facilitate your job as a teacher?

As can be seen in the chart10 from teachers' responses can be concluded that not only students profit from technology materials to support and facilitate learning, as well teachers who use those materials help them selves to facilitate teaching process and not just help students to understand better but keep them concentrated and engaged too. The responses of 7 teachers who responded positive from 10 that were all are as follow

- (4%) it seems that students are more concentrated and engaged
- (3%) it is easier for us to explain the content and for students to understand it

4.3.4 The analysis of third hypothesis

Hypothesis3. *Teaching English as a second language by help of AV materials is more effective than by traditional method.*

With the purpose of showing that new methodologies of teaching by which active teaching and learning process is more preferable than traditional methodology of teaching from students' side as well as from teachers' side this hypothesis was proven by both of them responses, as follow.

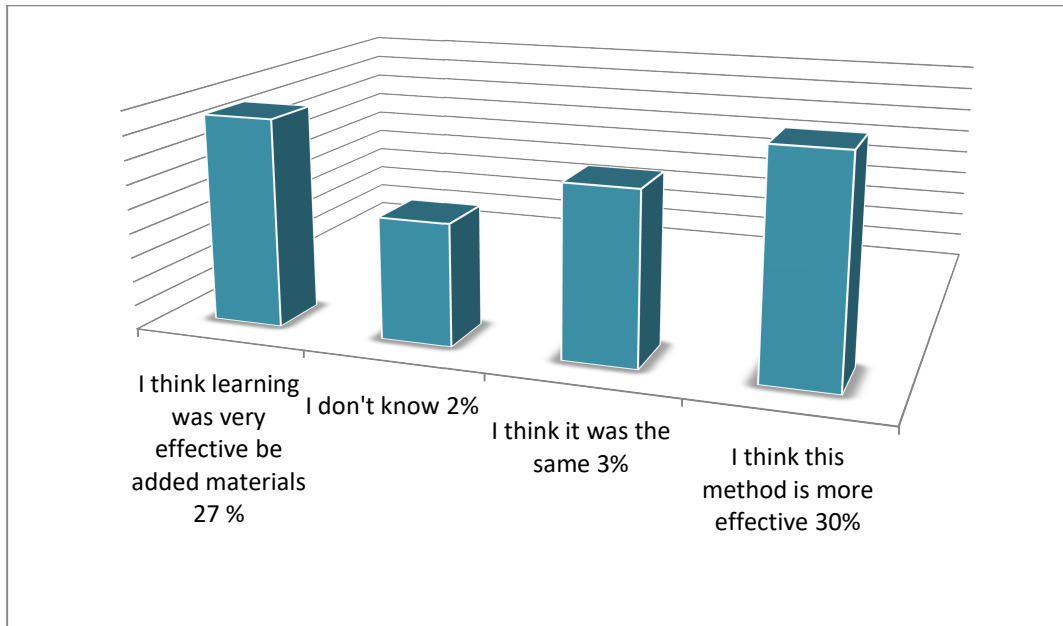


Chart11. Calculation of student's responses of Q7 in questionnaire Do you think that by using other teaching methods like audio visual materials learning is more effective than only by theoretical "book" part?

As shown in chart 11 students' responses about effectiveness of teaching through modern technology tools is more preferable and more effective than only by theoretical "book" based teaching methodology. Students' responses were given as follow:

- I don't know (2%)
- I think it is the same (3%)
- I think this method is more effective (30%)
- I think learning was very effective by added materials (27%)

To prove better students' prospective of teaching methodology teachers' were asked nearly the same question.

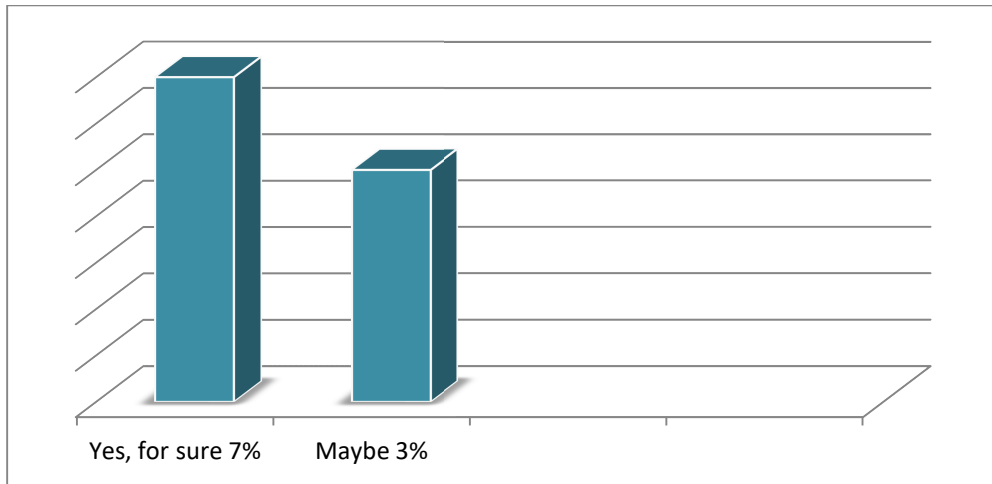


Chart12. Calculation of teachers' responses on question: Do your students enjoy usage of AV materials for educational purposes?

As seen in chart12 according to teachers' responses of question 9 of the interview, 7% of the teachers who responded positively felt sure as well that they students like modern methodology of teaching. Whereas only 3% of them responded with the option "Maybe", a response that leads to the conclusion that those teachers have not used AV materials on their lessons often in order to give a definite response.

Hypothesis3.1 *Students' needs of learning suits better when AV materials are used for educational purposes.*

Knowing that students' needs and preferences on learning are very different and sometimes teachers' chosen methodology cannot fit on their needs or preferences, as well as the same methodology sooner might become overused and not effective anymore the best thing to do is to try to combine the forms and methods of teaching in order to achieve the goal of developing any specific language skills.

The figure shows that most of teachers use discussion activity, since the majority of the students (26) representing (65%) go for "discussion". From here, we can say that discussion activity is the most preferred activity by oral

expression teachers because it gives the students the opportunity to use the language and express their different point of views. (12) Students represent (30%) state "role play" and none of them choose "language games" however, (2) students making up (5%) of our sample go with "speaking activities based on AVA". Teachers of oral expression should use different activities to motivate their students to use language and break the routine of the classroom by using gaming activities to give the freedom for students to speak and learn in an enjoyable way (Nour, 2016, p. 55).

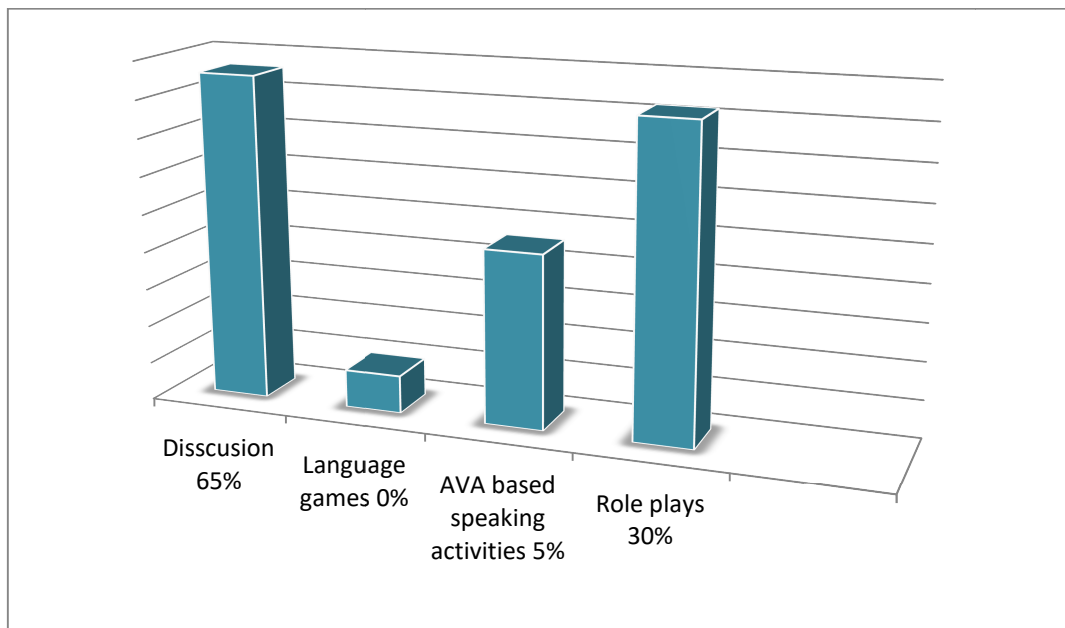


Chart13. Different combined based speaking activities to break the classroom routine according to (Nour, 2016, p. 55).

In order to support Nour,2016 thought of combining methodologies of teaching in order to attach students' styles of learning, make learning more effective and break the routine, the 10th question responses of teachers in teachers' interview results to fit as well.

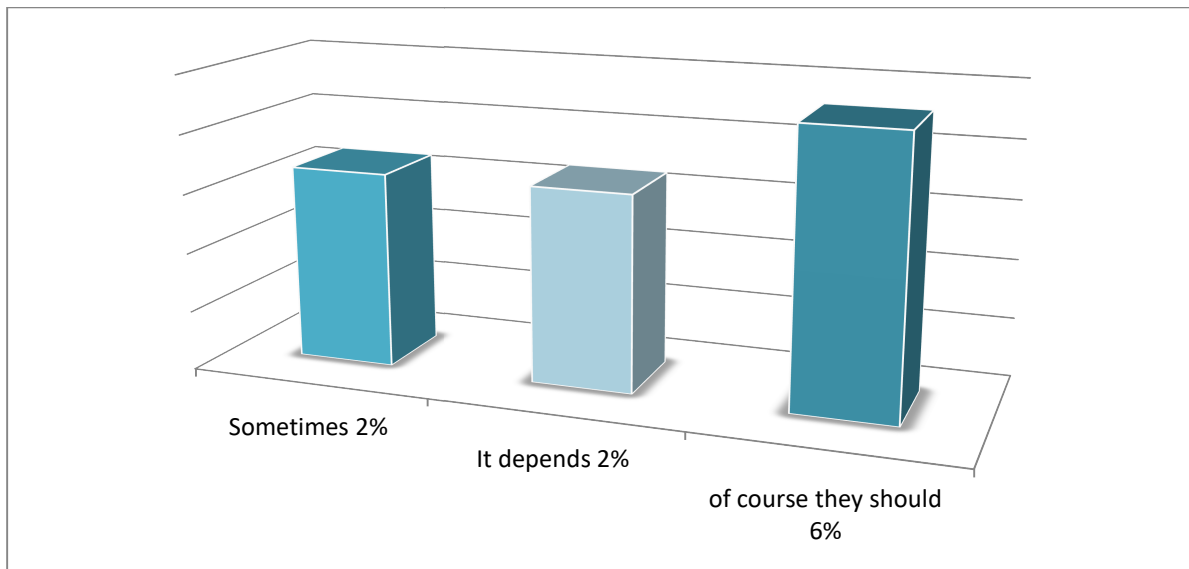


Chart14. Calculation of question 10 teachers' interview responses on question: Do you think that all L2 teachers should use AV materials in their lessons in order to attach students' learning styles and skills development?

As provided by teachers' interview responses can be seen on chart14 that in order to fit on students' needs to learn as well as to help them to develop SL skills different strategies in learning and teaching process are needed. In their responses about AV usage materials in supporting those skills from 10 teachers' responses, the results are as follows:

- Of course they should use AV materials (6%)
- Sometimes (2%)
- It depends (2%)

4.3.5 The analysis of the fourth hypothesis

Hypothesis4. *AV materials are beneficial and supportive for English as foreign language learners.*

That extra material is needed in teaching a SL inside the classroom where this language is spoken only by the teachers have already been accepted by almost all the teachers. In the other side the concern of what are the most appropriate and suitable materials in order that students to benefit from them in obtaining and develop knowledge, has been studied for many years. "In spite of the fact that most teachers recognize that their use of multimedia visuals was rather

infrequent, all of them coincide in the fact that these new technological tools could be highly beneficial in the language classroom, in particular in terms of gaining students’ attention and increasing their motivation (100% of positive responses) (Maria, 2012, p. 34).

The research done in the school “Shaban Jashari” in Skenderaj leads almost to the same results, as can be seen from calculation of responses of question 8 and 9 of students’ questionnaire.

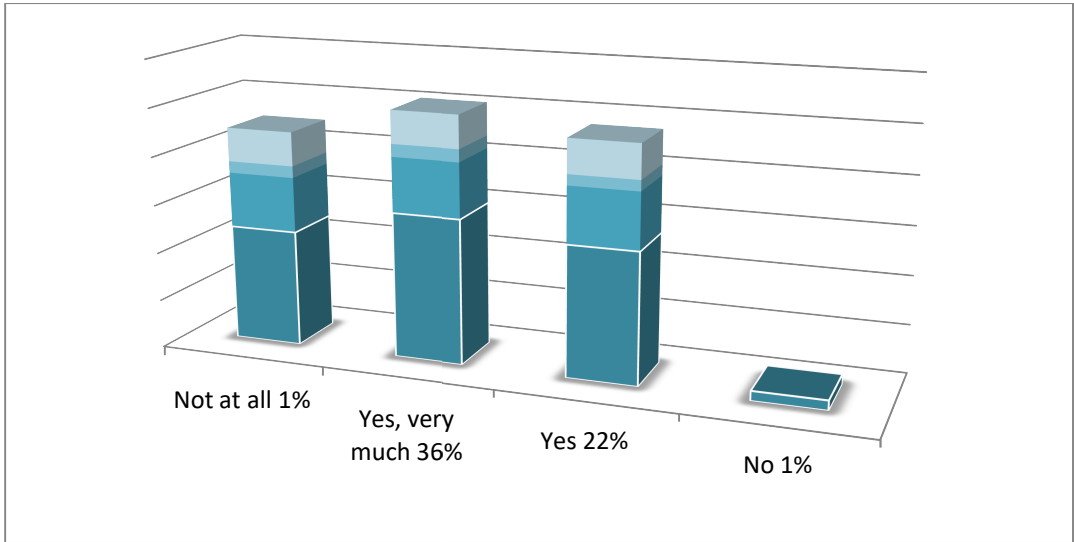


Chart15. Calculation of the responses of Q8 from students’ questionnaire: By using audio visual materials in English lessons was your interest to learn aroused?

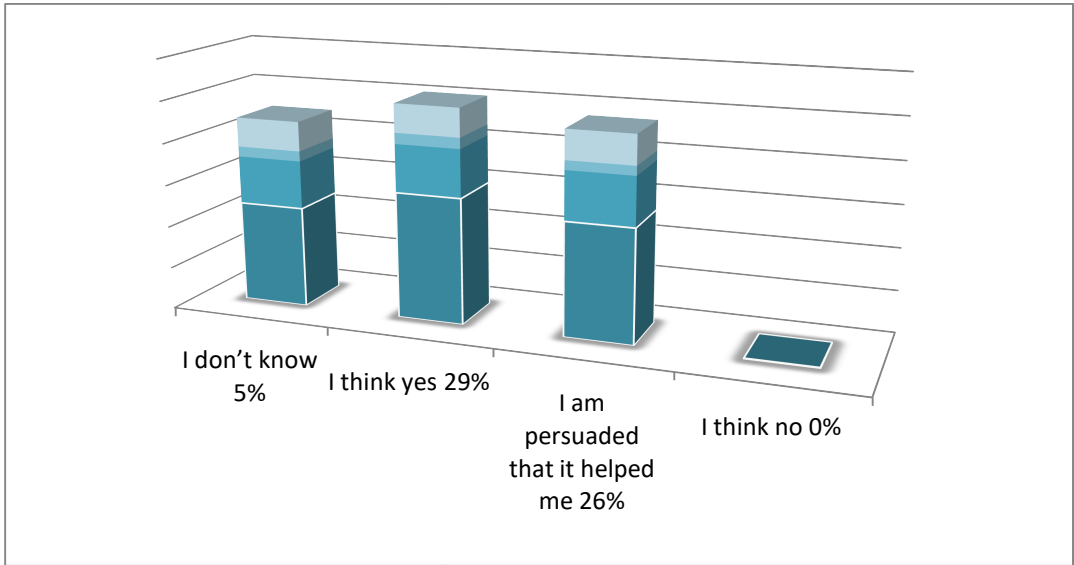


Chart16. Calculation of the responses of Q9 from students’ questionnaire: Does usage of audio visual materials affected you in remembering longer English content because of seeing and hearing?

As seen on below charts most of the students responded that usage of AV materials was beneficial. Because of added materials which were helpful for students most of the students declared that their interest on learning was aroused and they remembered longer the SL content because of seeing and hearing the language. Specifically responses of Q8 are as follow:

- No (1%)
- Not at all (1%)
- Yes (22%)
- Yes, very much (36%)

Whereas Q9 responses calculated specifically were as follows:

- I think so (0%)
- I don't know (5%)
- I think yes (29%)
- I'm persuaded that it helped me (26%)

Hypothesis4.1 *AV aids allow teachers to work better for students' enhancement of English learning acquisition.*

The greater achievement of the SL teacher is seeing that the appropriate way of sharing knowledge is already found, and students are enjoying the methodology by showing successful results. This is the main reason why many reforms are taking in consideration and integration of technology is raising in teaching process from day to day. The reality of hypothesis 4.1 was proved by responses of new SL teachers in Kosovo as well.

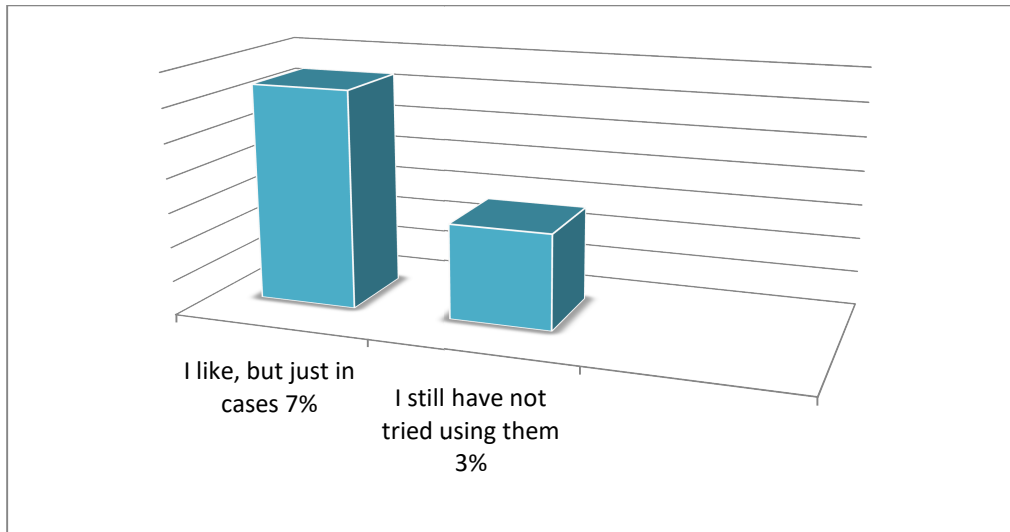


Chart17. Calculation of the teachers' responses of the interview Q8: Do you like using AV materials?

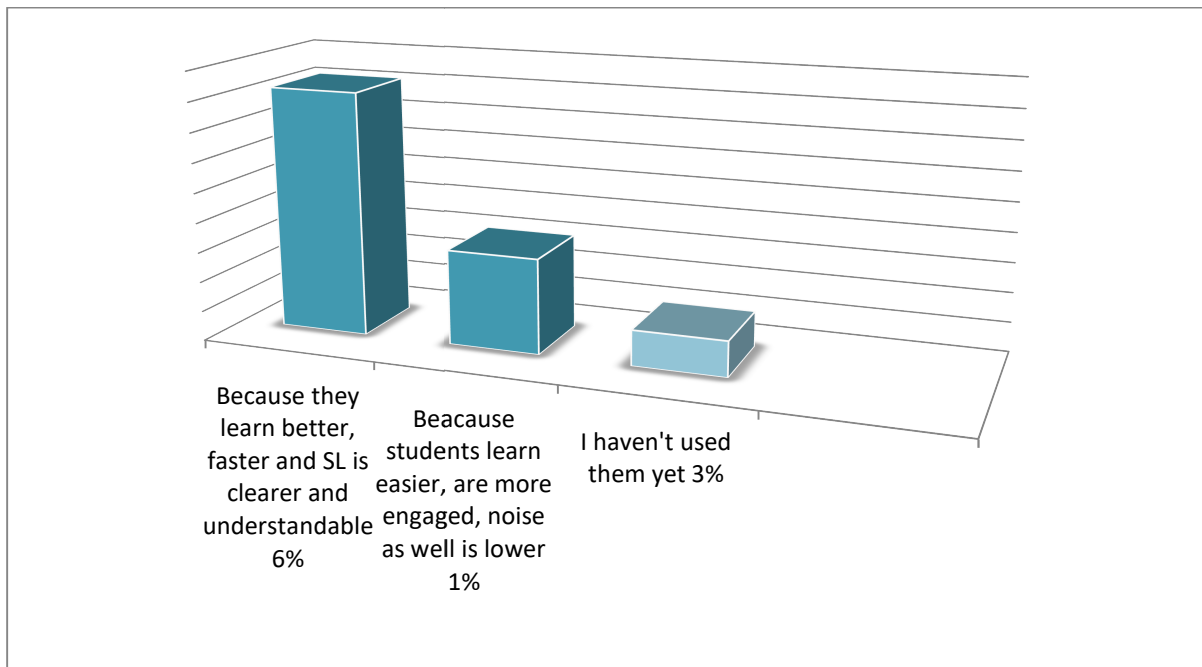


Chart18. Calculation of the teachers' responses of the interview Q9: Why do you like using AV materials during teaching process?

As presented in chart 17 and 18 through teachers' responses, can be seen that usage of AV materials in teaching process allow them to work better as well as to enhance SL acquisition,

because teachers accepted that when those aids are used as added materials in teaching students learn better, faster clearer, students are more engaged and make less noise.

Teachers' responses for Q8 are as follows:

- I like, but just in cases (7%)
- I still have not tried using them (3%)

Teachers' responses for Q9 are as follows:

- Because they learn better, faster and SL is clearer and understandable (6%)
- Because students learn easier, are more engaged, noise as well is lower (1%)
- I have not used the yet (3%)

To prove the teachers' responses that students understand better, easier and faster when AV aids are used to support SL teaching and learning, students' responses from question 5 was taken in consideration.

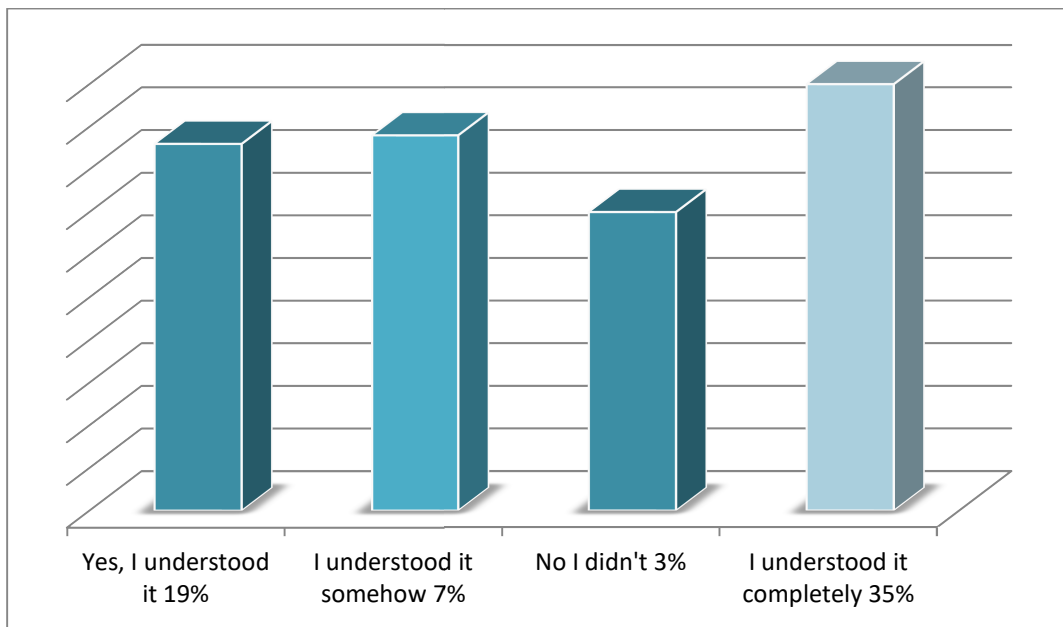


Chart19. Calculation of the responses of students from questionnaire Q5: Did you understand enough English content planned to be developed by teacher, but spoken by native English speaker?

As presented in chart 19, it is clearly noticeable that all the students understood already completely or enough the English native speaker while explaining English content for the first time or describing almost the same content as teacher might previously talked to students. Responses of the students for understanding a native English speaker resulted to be as follows:

- No I didn't (3%)
- I understood it somehow (7%)
- Yes, I understood it (19%)
- I understood it completely (35%)

4.4 Quantitative data analysis

As quantitative data analysis of usage of AV materials to support SL skills development in English language also in teaching and learning process as a whole, taking in consideration the fact that exposition of English as SL in Kosovo "Skenderaj" is possible only in schools, an interview with different English teachers was realized. Teachers were interviewed in four different high and primary schools in Skenderaj.

Question1: Do you use extra materials except book in you second language lessons?

In this question four of teachers responded often, three of them sometimes whereas three other declared that they never used any other added materials except the school book.

Question2. If yes, what materials do you use?

In the second question three of the teachers responded CD-s and videos, three others declared that they used any extra text founded on the internet related to book the specific content.

Question3. Have you ever used Audio Visual materials in your English lessons?

Three teachers responded that they have used AV materials, four others said sometimes whereas three teachers responded that they have never used those materials while teaching.

Question4. What kind of Audio Visual materials have you used?

In question four six of the teachers responded my personal laptop and one of them declared that he have used only schools laptop.

Question5. How often do you use AV-s on you SL lessons?

Asking teachers how often do they use AV materials during they reach only one of them responded that he uses those materials very often, six of teachers said not very often whereas three of them declared that they never use audio visual aids on their teaching process.

Question6. Do you think that AV-s facilitate your job of explaining English content to you students?

From ten interviewed teachers seven of them accepted that those materials facilitates a lot teaching process whereas three others that declared that they have not ever used those materials to teach said I don't know.

Question7. Why do you think AV materials facilitate your job as a teacher?

In this question four of the teachers responded that it seems that students are more concentrated and engaged, whereas three of them declared: It is easier for us to explain the content and for students to understand it.

Question8. Do you like using AV materials?

Being asked teachers if they personally like using AV-s while teaching seven of them responded that they liked but just in cases and three of them said that they have not ever tried using them in teaching process.

Question9. Why do you like using AV materials during teaching process?

Asking the teachers who have used AV materials about the reason they like using them six of the teachers responded: Because students learn better, faster and SL is clearer. One of the teachers gave the response that students learn easier and are more engaged when those aids are used, as well as the noise is lower when they understand the content she added.

Question10. Do your students enjoy usage of AV materials for educational purposes?

In question ten all of the teachers accepted that students enjoy using those added materials only when the content is appropriate, well prepared and when students really appreciate the content.

Question11. Do you think that all SL teachers should use AV materials in their lessons in order to attach students' learning styles and skills development?

In this question six teachers responded "Of course they should", two of teachers declared sometimes this aids attach students' learning styles, whereas two other teachers responded that it depends on students needs and styles of learning second language.

Question12. According to you, do you think that usage of AV materials in L2 lessons should be part of school curriculum in order to help students' understand better L2?

In the question if AV materials should be part of teaching curriculum four of teachers responded that they are not sure if they should be, three of them said maybe if they are part of school curriculum the skills development are better supported whereas three of the teachers responded that they do not know.

Being based on ten teachers' responses in interview can be concluded that AV materials in teaching are very effective and they support teaching in general and development of language skills in specific. Being asked if they have used extra materials in developing teaching process in average, from ten teachers interviewed it was accepted that they used other materials with the main purpose of creating a more effective teaching/learning process. Through second question teachers told that any time when they prepared extra materials to teach more suitable tended to be CD-s in order to play audio books or others, or videos through which students were exposed to visual content as well as hearing at the same time. But photos and any reading extra part combined from internet sources was mentioned too. Facts that lead to the conclusion that teacher have founded that traditional teaching methodologies are not enough for e successful modern teaching. Asked if they have ever used AV materials in teaching from ten interviewed teachers seven of them responded that they have used them, also according to responses of fourth question were found that laptop was the most useful gadget to be used in order to be able to expose students to living language be seeing and hearing. But when it comes to the point of using those materials often to support as much as possible SL skills development, according to teachers' responses was calculated that only one teacher used them often, six of them replayed not often and three others said never. According to these responses can be concluded that even those materials are helpful and effective they are not still being used as much as students need. On the other side when teachers were asked if they think that those aids facilitate their work

more than the half of the interviewees', seven of them responded that AV aids facilitate teaching work. Only three of the interviewees responded that they do not know. But when they were asked why they think that AV aids facilitate their job the responses were: they facilitate the way of explaining the content, the students understand better and feel more engaged on activities, also more concentrated. Asked if teachers like using those materials as part of teaching process, more than the half of the positive responses seven of them were: that they like using AV aids just in cases, whereas only three responses calculated to be that those aids were not used. Being in front of the questions that why teachers like using AV aids while teaching, almost all the positive calculated responses were that these aids create a better and easier understandable content, students feel more engaged on the process and the classroom noise is lower when the students like explained content. By question ten teachers were asked if they think that students enjoy the usage of technology aids, all of the teachers responded that students like lessons like this only when students see the preparation of the content to be showed by AV materials as appropriate to be learned. In the other side asked if AV materials attach students needs and styles of learning most of the teachers responded that they attach, whereas some responded that it depends from situation and student as well. Finally asked what teachers think about making AV materials as part formal school curriculum, none of the teachers gave a definite response. From ten interviewees four of them responded that they are not sure, three of them said maybe and three others declared that they do not think about it and do not know.

4.5 The effectiveness of the use of technology tools especially AV materials in supporting English skills development inside the classroom and second language acquisition

In this final part of the results and discussions chapter will be shown, the results of final test hold with 5th grades in primary schools "Shaban Jashari" in Skenderaj. The main purpose of this part is to show the differences of final achievements of students who were taught with AV materials and without them. As results here is going to be presented the differences in grade results test between two groups of students, experimental and observed one, and the effectiveness of AV materials in second language acquisition. "So far as our subject of discussion is concerned this

means that things, faces, situations and events are so filtered for purposes of translation into audiovisual language of the mass media that they positively enforce a specific type of experience” (Heimann, 1963, p. 9). As noted in Heimann,1936 can be noticed that whenever AV materials are used, the inflect in changing atmosphere and instantly create a positive attitude. The same happened at my school where this research was conducted. Mostly students tended to have positive attitude about learning through AV materials and the results during the developed experiment as well as in the final test resulted to be higher than the group who learned without usage of AV materials. As a final prove of this experiments a final test which covered four mentioned above topics was realized with two groups and results for both of the groups were calculated and assessed my grades, as mentioned grades vary from 5 the highest one, to 1 the lowest one. Outcomes of the grades for both of groups resulted to be as follows:

Experimental group:

- 25 students, grade (5)
- 13 students, grade (4)
- 9 students, grade (3)
- 7 students, grade (2)
- 6 students, grade (1)

Observed group:

- 3 students, grade (5)
- 13 students, grade (4)
- 10 students, grade (3)
- 8 students, grade (2)
- 9 students, grade (1)

As can be seen the experimental group with whom teacher used AV materials in teaching and activities they resulted to have better results in final test than the observed group with whom teacher did not use the AV materials, but taught them by traditional methodology. Presented grades leads to the conclusion that the use of added helping aids was effective in teaching even though it was used only for four weeks, teaching as a research experiment methodology, but if it will be used as a regular teaching approach results of students in SL acquisition would have been even more successful in general.

CHAPTER V: CONCLUSION, LIMITATIONS OF THE STUDY AND RECOMMENDATION FOR FUTURE RESEARCH

5.1 Introduction to conclusion, limitations of the study and recommendations for future research

This chapter covers the overall findings and conclusions of this research study experiment. Parts of it summarizes different prospective of analysis and results founded through research. Section 5.2 covers a general conclusion being based on other researches as well. Section 5.3 presents specific conclusion as a result of this research experiment. Part 5.4 presents limitations of the research study and final part 5.5 deals with the recommendations for future research.

5.2 General conclusion of research study

The main objective of this investigation was to find out the effectiveness of audio visual materials in classroom as a support to develop second language skills and notice if it affects positively students' performance in acquiring SL knowledge. According to the achieved results it can be brought out that the usage of AV materials in SL lessons was effective and supported teaching and learning process as whole, also English skills in a specific way. "Teachers should use different audio visual aids such as videos, laboratory, Internet, radio, and television since they provide a reality simulated atmosphere with both auditory and visual exposure to help keep the students" interest, grasp information and hence favor better recall" (Dif, 2017, p. 89). Nevertheless it can be stated that many times it does not matter what you use in class in order

to manage the time and teaching situation, but how to integrate the materials in lessons in order to motivate learning and activate language skills. There exist different relevant aspects that will make a lesson to be more effective or less effective, but the integration of extra materials of creating alive language atmosphere, gives a complete different effluence on students' significance to access easier in understanding the content and learn it faster than usual. This current study has proven that using AV materials as supportive tools to develop and integrate better SL skills is very effective and the possibility to change the situation for better is much higher than teaching by traditional methods. "Unlike traditional methodology, modern methodology is much more student-centered. Briefly put, the students are the most active element in this process. The teacher is here not to explain but to encourage and help students to explore, try out, make learning interesting" (Boumová, 2008, p. 20).

Furthermore the experiment realized by using AV materials during lessons in the process of teaching and emphasizing the achievement students' results of post test has proven obvious importance and need of educational technology tools usage in teaching process. The significance of this study stands also in the correlation between students' questionnaires and teachers' interviews results correlation and their strong support of each other responses. All of the hypotheses were defended by students' questionnaire, supported by teachers' interviews responses which mostly accepted that using AV materials as added tools to facilitate educational process have positive effect as in learning as well as in teaching process. Taking in consideration the fact that in Kosovo English language in the school curriculum is considered as first SL and mostly learned just during English lessons, teachers faced a lot of obstacles of explaining the content in the way that students see it appropriate, so looking for help through different approaches offered by technology seemed to be helpful and needed enough to complete the process as successful.

Through interviews teachers accepted that they need and use AV materials in teaching process, so as mentioned through hypothesis the conclusion is already proven that those extra materials helps and support development of SL and keeps students engaged, interested in learning as well as considered by teachers learners seems to be more concentrated and less noisy when

technology is integrated on classroom. In the other side the new planed content to be developed is not only explained easier but it is understood by students' easier too, because in a way the materials shows and presents language as how to be used not only what does something mean from LS to the mother tongue. Being based on this facts a clear conclusion is obvious, AV materials not only support SL skills but keep students engaged on the process and responsible for their own achievement, since from traditional methodology of gaining knowledge from teacher, students were placed on the center of the classroom and always on mixing activities by which they had to present of what obtained by the developed topic or activity at the end of the lesson. Students' questionnaire shows clearly as well that the AV usage on lesson was more effective than traditional one since most of learners responses were "*this method is more effective*" and "*learning was very effective by added materials*". Research as well shows that the results of using contemporary approaches in teaching are far preferable by students and teachers as well. "Instead of memorizing grammatical rules and isolated vocabulary, modern methodology prefers to present contextualized language and to develop skills. To be effective, the methods follow after each other in a suitable order, and there should be a balance of teaching focused on different aspects of the language" (Boumová, 2008, pp. 21,28).

Looking from another teachers' prospective, working to find success in classroom through students' achievement they know very well that all of the students have different styles and preferences in learning, so this withstand successfully this kind of obstacle mixing methods and approaches through new content are very much needed and added materials to facilitate the situation are most of the time obligatory. Through the interviews teachers as well accepted that through personal teaching experience they needed added materials to fulfill personal and students' needs during the process. Being asked specifically if according to their teaching experience they think that AV materials should be used to attach easier different learning styles and needs of students' more than half of interviewees responded "*of course they should*", responses those that leads to the conclusion that through AV materials not only that students learn easier but many times students' learning styles are attached in learning SL content to support English skills development in specific, but learning SL language inside the classroom as

well. “Moreover, use of audiovisual materials in teaching and learning can accommodate for the students' preferences. Thus as we all admit, use of audiovisual materials contributes to students' learning” (Al-Khalifah, 1994, p. 19).

5.3 Specific results of the research experiment

Living in a time where technology has covered everything teaching system has changed as well. Even though in “Shaban Jashari” school in Skenderaj the school is still not covered with internet and monitors in every class, the need to change is more than just needed and obvious. Especially SL teachers need technology in a higher scale than other subjects' teachers. Being aware of the fact that teaching a second language only through school curriculum prepared without any teachers' opinion asked, furthermore knowing that students are exposed to English language only inside the class makes it even harder for teachers to manage the class as well as to achieve the wanted teachers' career success. On the other side students still keep being unsure on SL knowledge even though they learn it for many years at school.

Facing these situation teachers of SL especially in schools with those conditions are every time trying to find the problem and fix it by new approaches and techniques. The key thing that teachers want to change at the beginning is: “to change the method of learning to read from the book and write from the board” on teaching the communication. In order to be able to come easier to communication approach, the abstract things that second language provide especially for young learners, teachers have to be able to turn into concrete things. In order to explain them in that way of turning language from abstract to concrete, concrete things should be used during teaching process. Technology offers this opportunity more than any other possible material. So usage of Audio Visual materials to facilitate the teaching/learning process from both sides of teachers and students too is found as the easiest way of integration. In order to be able to prove the need of technology integration in schools to support SL learning and develop English skills in specific an experiment done with 5th grade students who learn English as a SL for five years but still struggle to use it fluently according to the content learned for five years already, all this according to the tested experiment resulted to be the use of wrong approaches and old methodologies.

To be proved that the wrong teaching approach and not carefully chosen content for appropriate age and students needs prevent the wanted success in education process the results of four week experiment has proven the premeditated hypotheses. Learners that were chosen to be exposed to AV aids felt the change and were a lot more concentrated, engaged and interested in learning compared with the learners who were learning by traditional methodologies. The assessed activity exercises organized to test each language skill activity during experiment time has shown a lot of difference achievement compared to students taught without AV materials. Then the final post – test organized to test overall language content achievement presented higher results of students learning through added aids than those who did not.

According to specific results of each skill it is obvious that they showed that the classes where AV aids were used the results are much higher than in the classes where those aids were not used. Finally students through responses on questionnaire accepted that they liked this new experience, understood better the content, felt better and more engaged, but the most important they put high the technology approach compared to traditional methodology of teaching. To defend those results and students thoughts, SL teachers through the interviews also strongly accepted that using AV aids on lessons support development of English skills much more than when they use only the schools books, but English language in general as well.

5.4 Limitations of the research study

This study limitation can be considered as detailed ones because even though the research faced them there were not as big as not to allow the realization of it in a satisfied scale, but sometime can be considered as tiny obstacle.

A limitation of this research can be considered that it was conducted only in one school, and this fact does not give us the opportunity to know the real situation of technology materials usage.

Then the number of students was limited as well. Even though in experiment took place 103 students, still if the number of them would be greater mixed thoughts, responses, activities and results would lead to more interesting , compete and believable results.

Another limitation considered as the most important one was the missing conditions of technology tools in school. The teachers that chose to use technology on teaching process they have to carry their personal tools from home to school and back because school does not possess suitable tools to be used from all the teachers. Then students at the beginning hesitated on being exposed to those materials, thinking that they would not be able to understand enough SL speakers.

And a final step considered as limitation is the hesitation of SL teachers to respond to interview questions. Even though from five different schools in my city only ten of SL teachers accepted to be interviewed. Only four of them allowed me to register their responses on my personal phone even though I assured them that all this procedure will completely remain confidential and the purpose of it is just a teaching experiment, still they stood to the response that they do not feel sure in that kind of situation and pleased me to write down their responses on my personal notebook. Many of them responded very shortly with “yes”, “no”, or “maybe” responses.

5.5 Recommendations for future research

This study is conducted both through qualitative and quantitative methodology of gathering data of experiment. For future research a good suggestion would be to gather research data in different schools of cities and villages in order to be able to access more participant students and teachers also to compare the results between schools.

Since this research sample covered only fifth grade students and specific topics because of the limited time of experiment, covering different ages of participants and overall different daily life topics would present more interesting data to be compared.

Also limited time of just one month experiment sometimes was not enough the students as well as me were in rush to cover all the prepared activities for one lesson. For future research a good advice to take in consideration would be to develop the experiment in a longer time.

The nature of this study was planned to be focused only on language skills development but if it would be more interesting if broader linguistic system would be covered.

On the other hand in order to support teachers in making the teaching process more interesting, engaged and easier for them selves and students also a strong support is needed from school as well as educational stakeholders.

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Appendixes

Appendix 1



Hello, Jeton. Come with me.



Oh, this bottle! Please open it.



There's Jeta and Tino.
Let's talk with them.



Petar is a very good dancer. Look at him.




Come and sit with us, Petar.




There's Alice. Go and talk with her.

Appendix 2




This is Jane. **She** is Mark's wife. **He** loves **her**.



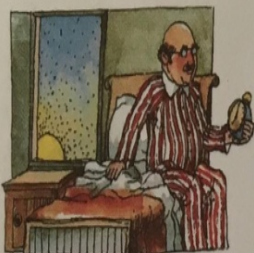
This is Mark. **He** lives in London.

These are personal pronouns. Personal pronouns represent a person or thing.



Appendix 3

It's Monday morning. Mr. and Mrs. Belegu are getting up.



1. He's wearing pajamas.



2. She's wearing a nightgown.



3. He's brushing his teeth.



4. _____ her hair.



5. He's taking a shower.



6. _____ a bath.



7. He's making coffee.



8. _____ tea.

Chapter 5



9. He's putting milk in his coffee.

10. _____ her tea.



11. He's reading a magazine.



12. _____ the newspaper.



13. He's eating an egg.



14. _____ an orange.



15. He's kissing his wife.

16. _____ her husband.

Chapter 5





1. Petar and Maria are sitting in a snack bar.



2. Jeta and Tino are sitting in a coffee shop.



3. They're watching a football game.



4. _____.



5. They're drinking soda.



6. _____.



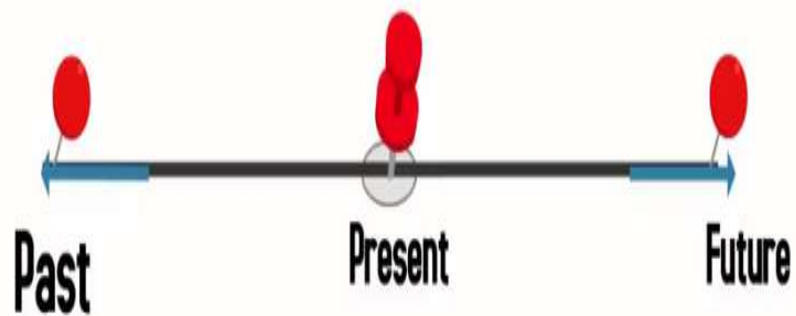
7. They're talking to Otis.



8. _____.

Learn English in Hamza's Classroom

PRESENT CONTINUOUS TENSE



The present continuous tense is formed from the present tense of the verb "be" and the "present participle" (-ing form) of a verb.

Bring me the dishes, Jimmy. The sarma is ready.

Put these candles on the table, please.

Take these matches and light the candles.

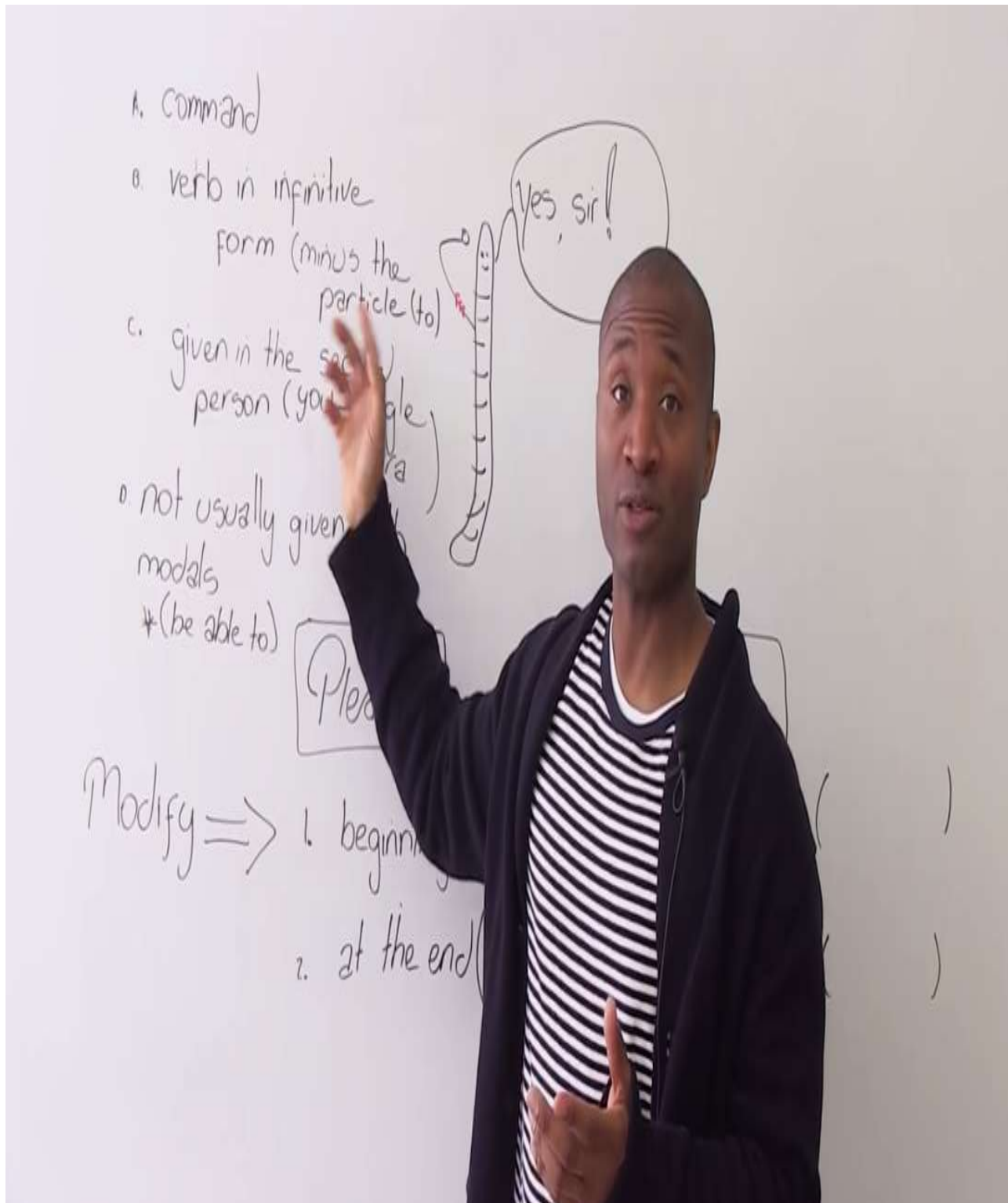
Thank you. Now call your father. Dinner's ready.

PRACTICE • Give commands to other students in your class using these verbs:

show	give	point (to)	call
put	bring	open	light
take	look at	close	

Show me your watch. Give this pen to Bill. Point to the clock.

Appendix 8



Appendix 9

English Test

Students' name: _____

Circle the correct Object Pronoun

1. That book is

- a. Me
- b. My
- c. Mine
- d. You

2. Look at

- a. She
- b. Your
- c. He
- d. Her

3. Let's talk with

- a. They
- b. Them
- c. Their
- d. Those

4. Be careful! He may lie

- a. We
- b. Them
- c. Us
- d. Our

5. Come and dance with

- a. Me
- b. You
- c. They
- d. She

Give a command to each expression

6. Don't open _____

7. Close _____

8. Bring me _____

9. Look at the _____

10. Don't be _____

Chose the correct form of verbs using Present Continuous Tense.

11. I'm _____ right now

- a. Reading
- b. Read

- c. Red
- d. Ride

12. She's _____ basketball

- a. Played
- b. Play
- c. Playing
- d. Ply

13. Don't talk he is _____

- a. Learn
- b. Learning
- c. Learned
- d. Larm

Fill the gaps by using correct verbs of daily routine.

1. Every Morning I _____ at seven o'clock
2. Then I _____ and eat breakfast
3. I _____ to school at 12:30 o'clock
4. I _____ back home at 5:00 p .m
5. I always _____ my homework after I eat dinner
6. I usually go _____ at 11:00 p .m

Appendix 10

Student's Questionnaire

Të dashur nxënës ky pyetësor ka për qëllim që të hulumtoj mbi rëndësinë e përdorimit të materialeve Audio Visuale në zhvillimin e shkathtësive të gjuhës së dytë "Gj. Angleze". Ky pyetësor nuk kërkon të dhënat tuaja personale dhe të dhënat do të mbetën konfidenciale. Ky pyetësor do të marr rreth 5-7 minuta të kohës suaj. Ju lutem rrumbullaksoni përgjigjen më të përshtatshme për ju!

1. Did you like using audio visual materials during learning new English content?
 - a) No
 - b) Not at all
 - c) Yes
 - d) Yes, very much

2. Did you find helpful audio visual materials in understanding better English content?
 - a) No
 - b) Not very much
 - c) Yes
 - d) Yes, very much

3. Do you think that using Audio Visual materials in English lessons helps you develop your English skills?
 - a) I don't think so
 - b) It didn't help me
 - c) It helped me
 - d) I think is very helpful

4. Does the English material content seem more interesting being explained with audio visual aids help?
 - a) It wasn't more interesting
 - b) It was the same
 - c) It looked more interesting
 - d) It was far better interesting

5. Did you understand enough English content planned to be developed by teacher, but spoken by a native English speaker?
- a) No I didn't
 - b) I understood somehow
 - c) Yes, I understood
 - d) I understood it completely
6. Was it easier for you to understand English language by pictures and played videos?
- a) No it wasn't
 - b) It was somehow
 - c) Yes it was
 - d) It was far easier
7. Do you think that by using other teaching methods like audio visual materials learning is more effective than only by theoretical "book" part?
- a) No I don't think
 - b) I think is the same
 - c) I think this methods is more effective
 - d) I think learning was very effective by added materials
8. By using audio visual materials in English lessons was your interest to learn aroused?
- a) No
 - b) Not at all
 - c) Yes
 - d) Yes, very much
9. Does usage of audio visual materials affected you in remembering longer English content because of seeing and hearing?
- a) I think no
 - b) I don't know
 - c) I think yes
 - d) I'm persuaded that it helped me

Teachers' Interview Questions

1. Do you use extra materials except book in you second language lessons?
2. If yes, what materials do you use?
3. Have you ever used Audio Visual materials in your English lessons?
4. What kind of Audio Visual materials have you used?
5. How often do you use AV-s on you L2 lessons?
6. Do you think that AV-s facilitate your job of explaining English content to you students?
7. Why do you think AV materials facilitate your job as a teacher?
8. Do you like using AV materials?
9. Why do you like using AV materials during teaching process?
10. Do your students enjoy usage of AV materials for educational purposes?
11. Do you think that all SL teachers should use AV materials in their lessons in order to attach students' learning styles and skills development?
12. According to you, do you think that usage of AV materials in L2 lessons should be part of school curriculum in order to help students' understand better L2