

THE IMPORTANCE AND EFFECT OF USING AID MATERIALS IN FOREIGN LANGUAGE TEACHING

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ABSTRACT

This research presents and discusses the importance and effects of using visual and audio materials in foreign language teaching.

Everybody who studies on the subject of using materials in foreign language teaching can find out something in the study. It is our sincere hope that this research informs its users. If it does, than it will have made a contribution to the all important realm of language teaching. We are confident that the research will enable language teachers to increase their effectiveness while at the same time, making their task an easier and more enjoyable one.

Key Words: Foreign Language Teaching, Teaching Materials, The Importance and Effects Using Materials in Foreign Language Teaching.

1. INTRODUCTION

While preparing this research we selected the students of preparation class in English Language Teaching Department of Kâzım Karabekir Teacher Training Faculty of Atatürk University to find out the importance and effects of using materials in foreign language teaching activities.

In our research we tested and tried to understand the importance and effects of using some supportive materials in foreign language teaching. For that reason we prepared a questionnaire having 20 questions. After preparing and controlling the reliability of the questionnaire by applying to the point of views of some language teaching experts and using some statistical evaluations, we applied it to the prep class students having 9 boy and 27 girl students.

2. LITERATURE REVIEW

In education, visual and audio aids have many effects and importance on providing learning permanent. The more a learning activity addresses to the five senses the more the learning event becomes effective and permanent, and forgetting becomes less.

Due to a research made in Texas University in the USA, when the time factor is taken stable, remembering was found out by percent as the following;

Having human beings remember;

- %10 percent of they read
- %50 percent of they saw and heard
- %20 percent of they heard
- %70 percent of they said
- %30 percent of they saw
- %90 percent of they did and said

It seems important that teacher should arrange different teaching materials in order to make students remember their language they learned in foreign language teaching.

Therefore, a good foreign language teacher has to prepare the visual and audio materials she/he will use while she/he is preparing his/her lesson plan. Also she/he has to know how and when she/he will use those materials, because the more she/he uses visual and audio materials during the course, the better students concentrate on the lesson.

When we speak of/on evaluating or adapting teaching materials, we may be thinking of publishing a textbook, an exercise found in the book, or a classroom activity recommended by it.

The most important consideration is that the materials should meet our students' needs as Cunningsworth puts it:

"Students particularly more sophisticated adults and teenagers need to feel that the materials from which they are learning have to be connected with the real world and at the same time they must be related positively to the aspects of their inner make up such as age, level of education, social attitudes, the intellectual ability and level of emotional maturity." (Cunningsworth, A., 1984)

Julia Dobson lists visual and audio aids as the followings:

Visual Aids: Blackboard, Bulletin Boards, Flannel Boards, Magne Boards, Realia, Pictures, Charts, Flash Charts, Maps, Calendars, Cartoon, Clocks, Sliders, Filmstrips.

Audio Aids: Radio, Phonograph, Records, Tapes. (Dibson Julia, M., 1988)

The Purposes of Using Visual and Audio Materials

- 1- Materials Provide economy in time and speech
- 2- Materials simplify the course
- 3- Make the course vivid and clear
- 4- Materials increase students' interest and motivation
- 5- Materials help to explain complex explanation easily
- 6- Materials create desire of learning
- 7- Materials make abstract concepts concrete
- 8- Materials enrich the course
- 9- Materials provide the chance for practising on subjects. (Küçükahmet, Leyla, 1995)

3. STUDY

Research Questions: Research questions were prepared in order to have a compare how a foreign language learning students manage learning with and without using teaching materials.

Additionally, the research questions were prepared to understand the importance and functions of using supported language teaching materials to teach a chosen foreign language or a second language successfully by having enough information by means of audio visual teaching materials.

The research questions are:

- 1- "What are the point of views of the language teaching teachers about using enough and necessary audio visual language teaching materials on foreign language learning activities and a second language acquisition?"
- 2- "Is it important and necessary to use supportive language teaching materials to teach a foreign and second language successfully?"

Setting : The research was applied to the participants in prep. class of foreign language department of Atatürk University. In the classroom there are 36 students, 9 of them are boys and 27 of them are girls.

Participants : Our Questionnaire was applied to prep. class B. The population of the class was 36, 9 of them are boys and 27 of them are girls.

Measure : A Questionnaire, which consists of 20 questions, was applied to the participants of the research. There were 15 positive and 5 negative questions in the questionnaire. Each question in the questionnaire has 4 answers. They are; "agree", "strongly agree", "disagree" and "strongly disagree".

We adapted the questionnaire in Turkish, because we wanted to make it clearer, so that we have consistent data. We gave some statistical points to the answers of the questionnaire to have right results. "Strongly agree" was given 4, "Agree" was given 3, "Disagree" was given 2 and "Strongly disagree" was given 1 points.

The results are evaluated with the help of "SPSS" computer data analysis statistical programme.

4. DATA ANALYSIS

Reliability: Method 1 (space saver) will be used for this analysis RELIABILITY ANALYSIS – SCALE (ALPHA)

Reliability coefficients: N of cases = 36, 0

N of Items = 20

Alpha = ,7885

Table-1

	N	Minimum	Maximum	Mean	Std Deviation
Q-8	36	2,00	4,00	3,6944	,5248
Q-7	36	1,00	4,00	3,6389	,6393
Q-16	36	2,00	4,00	3,5556	,5578
Q-19	36	2,00	4,00	3,5278	,6088
Q-10	36	1,00	4,00	3,5000	,7746
Q-15	36	2,00	4,00	3,5000	,6094
Q-1	36	2,00	4,00	3,5000	,6996
Q-17	36	2,00	4,00	3,4444	,6947
Q-2	36	2,00	4,00	3,4444	,5578
Q-20	36	2,00	4,00	3,4167	,6492
Q-9	36	2,00	4,00	3,3889	,6492
Q-6	36	1,00	4,00	3,3889	,6492
Q-4	36	1,00	4,00	3,3611	,7232
Q-11	36	1,00	4,00	3,2778	,7411
Q-3	36	2,00	4,00	3,0833	,6918
Q-18	36	1,00	4,00	2,7778	,9292
Q-12	36	1,00	3,00	1,5000	,5606
Q-14	36	1,00	2,00	1,4722	,5063
Q-5	36	1,00	4,00	1,4444	,8433
Q-13	36	1,00	2,00	1,3889	,4944
Valid N (List wise)	36				

In this table minimum and maximum variables are given and mean shows their average answers to our questionnaire. Questions of **1, 7, 8, 10, 15, 16, 19** which support the idea of using materials are amusing very necessary a foreign language or a second language successfully and their lessons are more enjoyable and take higher degrees than the average meaningful level of **3, 5** and also the students are strongly agree that audio and visual materials make the subject clear and comprehensible for learners. Also they support the idea that the materials have to be used at all levels of learning process so that permanents of knowledge become higher and enrich their vocabulary.

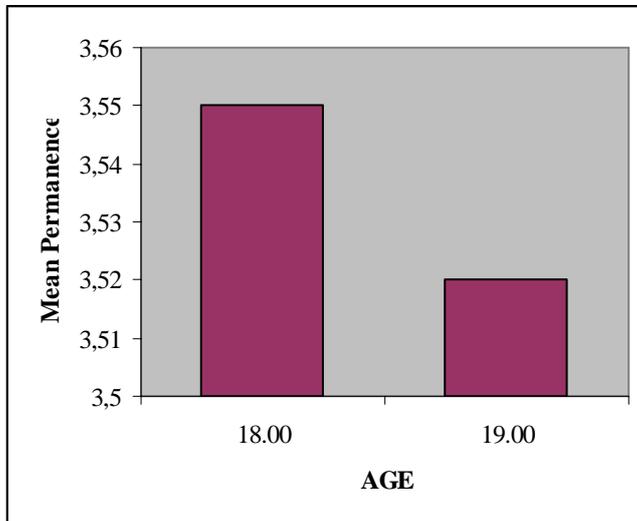
In addition to these, questions of **2, 4, 6, 9, 11, 17, 20** support the idea of remembering the knowledge easily about the subject after the lesson with the help of materials. And also using supportive materials to teach a second language motivates the students to learn better and to be more aware of the learning activities and increases the success in exams. So they can learn a foreign language easily without having difficulty. Moreover they want the materials to be used in teaching and learning processes very often because of having the minimum meaningful level of **3, 08**.

It has also been understood from the given answers for the **18th** question of the questionnaire, the students disagree with the idea of the necessity of using materials during teaching and learning activities. Because the average meaningful level of their answers for the **18th** question of the questionnaire is **2, 7**.

On the other hand the students are strongly disagree with the idea of using teaching methods without materials are more effective than material supported lessons asked with the questions of **3, 5, 12, 13** and **14**. Because of having the maximum meaningful level of **1,5**; the students are against the idea that using teaching materials make teaching activities complicated and it broke their motivation for not being necessary to use some materials during the language teaching activities.

As well as we understand from the table, the students want language teaching activities and curriculum supported by audio and visual language teaching materials.

Graph-1.



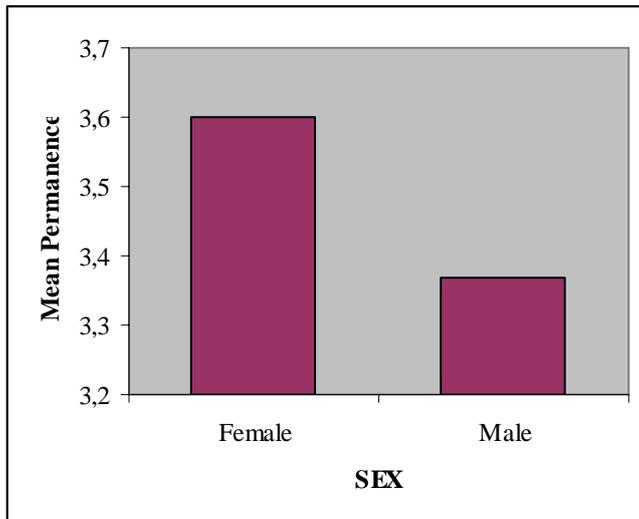
In this graphic, the horizontal line represents the ages of students and they are compared with each other according to the permanence of knowledge through using language teaching materials. The bars of students at the age of 18 and 19 show that using language teaching materials is effective in their permanence of knowledge. Because they preferred the questionnaire answer of **“Agree”**. So, they agree with that idea.

So we can say that using language teaching materials are more effective in the permanent of knowledge.

It has clearly been understood from the graph that the teachers at the ages of 18 and 19 do not **“Strongly agree”** with the idea that the usage of language teaching materials are very important to be successful in foreign language teaching and learning. Because it is also an important command and worldwide necessity to use supportive language teaching materials to be more successful during teaching and learning activities.

According to the graph the younger students are a little more decided on the subject that using supportive language teaching materials is effective. Because their maximum mean permanence degree level is between **3, 55** and **3, 56**. But the older students’ maximum mean permanence degree level is **3, 52**.

Graph-2.

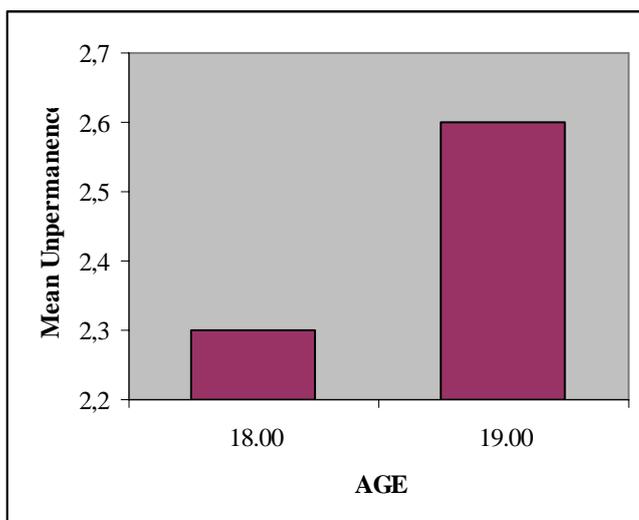


In this graphic the sexes are presented on the horizontal line and their answers are compared with each other according to the knowledge of permanence shown on the perpendicular line. The bar of girls shows that the lessons, during which the language teaching materials are used to enrich the learning success, makes their learning permanent and when they learn a foreign language with the help of supportive language teaching materials they are provided more advantages to remember the learned subjects better. Because they have chosen the questionnaire answer of “**Agree**”. In this graph the boy students have the same idea that the supportive language teaching materials are important to the knowledge of permanence and are more successful in foreign language learning.

According to the mean permanence levels of the bars of the boy and girl students the girls’ is higher than the boys’ but two of the sex groups have the same point of views that the usage of language teaching materials are necessary for the knowledge of permanence.

According to the graph-1 and graph-2 boy students are older than the girl students and the female students are a little more decided on the importance of using supportive language teaching materials during a foreign language learning activity. Because the female student’s maximum mean permanence degree is **3,6** and the males’ is **3,3**.

Graph-3.

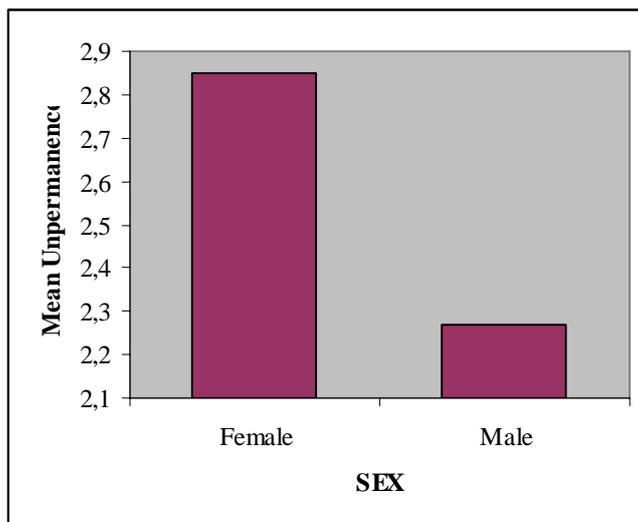


In this graphic, horizontal line represents the ages of the students and perpendicular line shows how age differences affect the permanence of their knowledge while using supportive language teaching materials during a foreign language teaching process.

The students at the age of 18 and 19 disagree that the usage of supportive language teaching materials doesn't affect the permanence of their knowledge. Because they preferred the questionnaire answer of **"Disagree"**.

It has been easily understood from this table that the students at the age of 18 are a little more decided that using supportive language teaching materials affect the permanence of knowledge. Because their graph bar is shorter than the students' at the age of 19 and the maximum mean impermanence degree of them is nearly **2,3** and the maximum mean impermanence degree of the students at the age of 19 is nearly **2,7**.

Graph-4.



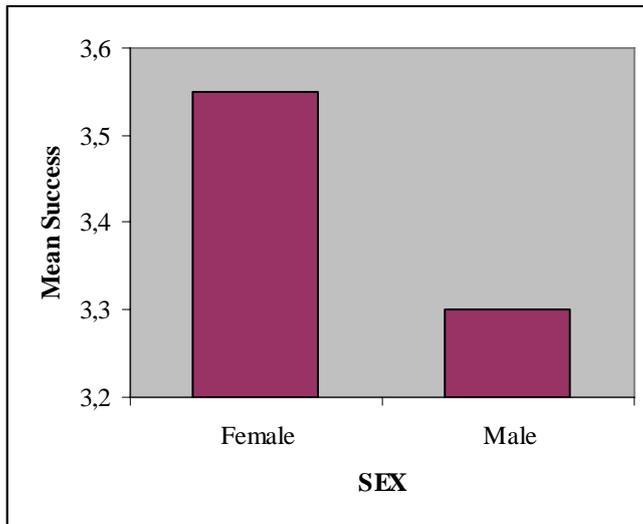
In this graphic, sexes are presented on the horizontal line and they are compared with each other according to the mean impermanence of knowledge which is shown on the perpendicular line through the usage of supportive language teaching materials during the chosen foreign language learning process.

According to the graph-4 results, both the boy and girl students disagree with the idea that even the language teaching materials are not used in teaching and learning processes the students can remember what they have learned easily. Because they preferred the questionnaire answer of **"Disagree"**.

As it has been seen in the graphs the male students are a little more decisive. Because their maximum impermanence level is nearly **1,4** and the male students' is **2,9**.

All of the students believe that the usage of supportive language teaching materials are very important and it is very difficult to remember what they learned about the foreign language they try to learn without using supportive language teaching materials. They disagree that the supportive language teaching materials doesn't affect the knowledge of permanence positively and well.

Graph-5.



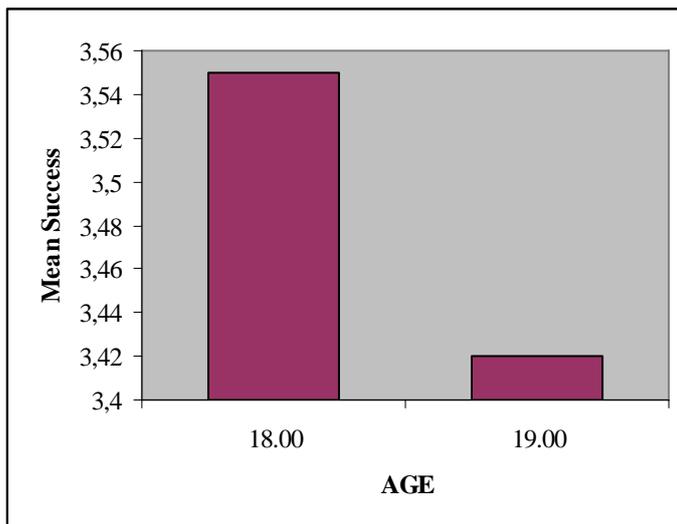
In this graph, the horizontal line represents the sexes of students and perpendicular line shows their answers to the question of using language teaching materials in the teaching process whether made them successful in their lessons and exams or not.

The male students are compared with the female students according to their answers about whether the usage of supportive language teaching materials makes them successful or not.

The bar of girls is higher than the boys' bar. It means that the usage of language teaching materials affects the girl student's success in a positive way. Because the majority of the girl students prefer the positive answers for the question of the questionnaire.

According to the graph-5 bars, the boy and the girl students agree with the idea that the usage of supportive language teaching materials makes them successful. Because according to the questionnaire answers, their mean success degrees are between **3,3** and **3,6**. These points are about **"Agree"**.

Graph-6.



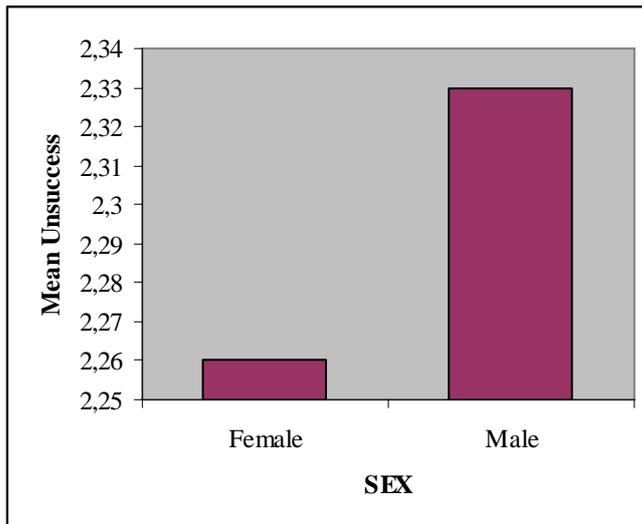
In this graph, the horizontal line represents the ages of students and perpendicular line shows their answers to the question of using language teaching materials in the teaching process whether makes them successful in their lessons and exams or not.

The first and the second bars on the horizontal line represent the students at the age of 18 and 19 and they agree with the idea that the usage of language teaching materials makes them successful in the

foreign language learning processes. Because most of them preferred the questionnaire answer of Agree. The bar of the students at the age of 18 is higher than the bar of students at the age of 19. So we can say that the students at the age of 18 more decided on the subject that the language teaching materials improves the success in language learning processes.

So, it can be said that using language teaching materials makes the language teaching activities just like a game (it turns the language teaching activities into a game) and some natural processes for all the students and they enjoy while they are learning and the more they use supportive language teaching materials during the learning activities and processes the more they become successful.

Graph-7.



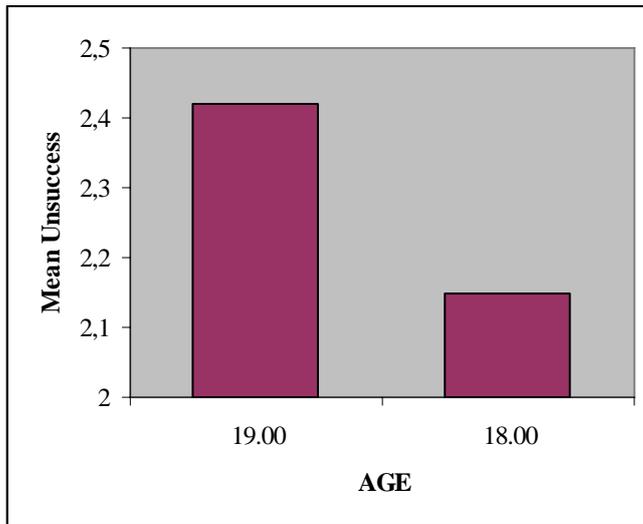
In this graph, sexes are being presented on the horizontal line and they are compared with each other according to the mean unsuccessful degrees depending on their questionnaire answers about the usage of supportive language teaching materials and their functions on being unsuccessful.

As it has been shown in the graph-7 the male and female students all prefer the questionnaire answer of 'Disagree'. So we can say that all of the students disagree with the idea that the usage of supportive language teaching materials is not effective on their successes.

The bar of the boys is higher than the bar of girls. But it is not very meaningful. Because the maximum unsuccessful degree of girl students is nearly **2, 28** and the maximum unsuccessful degree of boy students is nearly **2, 34**.

According to the graph and the answers of students, we can say that the usage of language teaching materials is absolutely effective on foreign language learning. The girl student are a little more decided that the usage of language teaching materials are effective on language teaching success.

Graph-8.

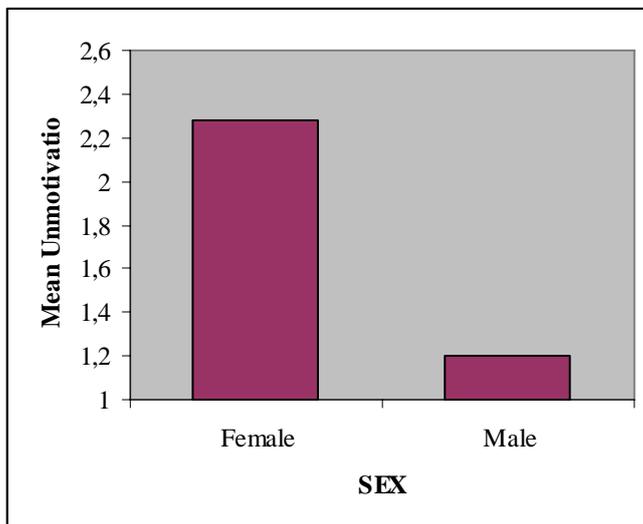


In this graph, the horizontal line represents the ages of the students and their answers of the questionnaire questions are compared with each other according to the mean unsuccessful degrees which are presented on the perpendicular line.

According to the graph all of the students disagree that the usage of supportive language teaching materials doesn't affect their success of learning a foreign language. Because they all prefer the questionnaire answer of **"Disagree"**.

So we can say that the usage of audio and visual supportive language teaching materials is more effective for the students to learn a foreign language better, make the students' courses simple and productive and enrich the learning activities.

Graph-9.



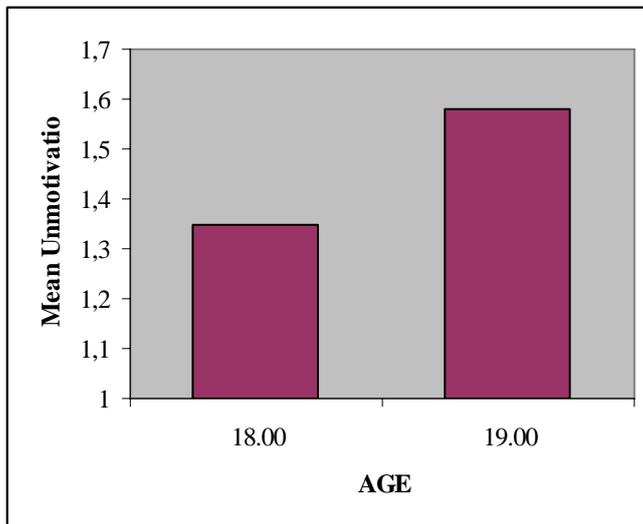
In this graph, the horizontal line represents sexes and the perpendicular line shows how the usage of supportive language teaching materials affect the sex differences to be motivated for foreign language learning.

Female students strongly disagree that language teaching materials doesn't support lessons and teaching/learning activities and doesn't affect and motivate them to the subject and courses negatively. Because they prefer the questionnaire answer of **"Strongly disagree"**.

The male students disagree with the idea that the usage of supportive language teaching materials doesn't motivate the students to learn a foreign language well. They think that language teaching materials have important effect for students to be successful in foreign language learning. Because they prefer the questionnaire answer of **“Disagree”**.

So we can say by looking at the results of the graph-9 that language teaching materials increase students' interests and motivations to be successful.

Graph-10.

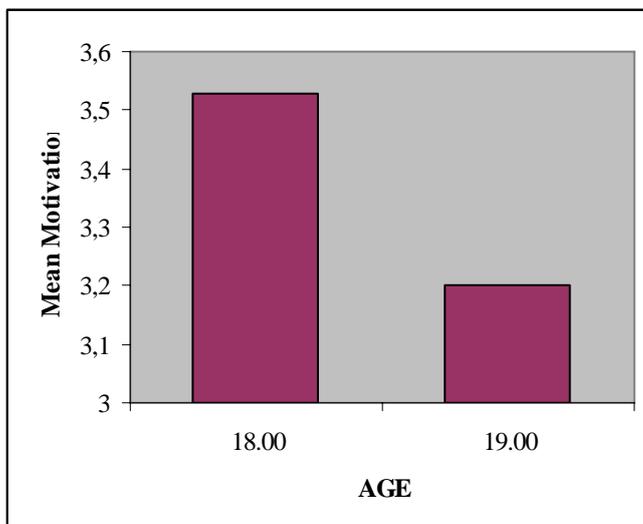


In this graph, the first bar on the horizontal line represents the students at the age of 18 and the second bar shows the students at the age of 19.

Perpendicular line shows the mean unmotivation degrees of their answers for the questionnaire questions about whether using language teaching materials during the teaching process break their motivation for the lessons and subjects or not.

So the 18 and 19-year-old students' bars show that they strongly disagree with the idea that language teaching materials doesn't motivate them to be successful in language learning processes. Because they have preferred the answer of **“Strongly disagree”**. The bar of the students at the age of 19 is higher than the students' at the age of 18. It means that some of them prefer the questionnaire answer of **“Agree”**.

Graph-11.

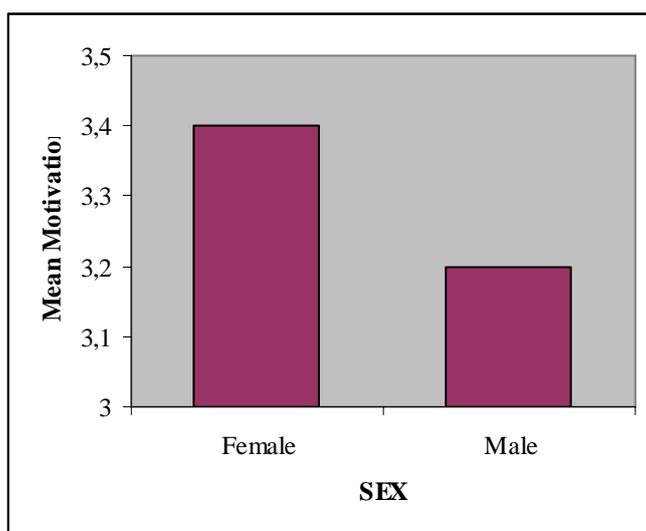


In this graph, the ages of the students, which are on the horizontal line, compared with each other according to the mean motivation degrees presented on the perpendicular line on using the supportive language teaching materials during a foreign language learning processes and activities.

The bars of the students at the age of 18 and 19 shows that the usage of language teaching materials increases their interest and motivation in a higher degree. Because they all have preferred the questionnaire answer of “Agree”.

The bar of the students at the age of 18 nearly reaches to the questionnaire answer of “Strongly agree”. So we can say that younger students have more positive ideas about the importance of using supportive language teaching materials to be motivated to learn a foreign language well than the students at the age of 19. But it is not very meaningful difference.

Graph-12.



In this graphic the horizontal line shows the sexes of the students and compared with each other according to the motivation degrees shown on the perpendicular line about using language teaching materials in foreign language teaching activities.

The girls and boys agree that the usage of language teaching materials motivate them to learn a foreign language better.

The male and female students all prefer the questionnaire answer of “Agree”. When we look at the bars of the graph, we can say that the girl students’ mean motivation degree is higher than the boy students’ bar but it is not a meaningful difference.

5. CONCLUSION

It has been known well that the usage of materials to help the learners to learn easily and well is one of the most important basements of teaching and learning activities and processes. Because providing a natural learning environment motivates the students well and helps them to take part in the learning, teaching and experiencing processes.

Language learning is a social activity and it is not possible to learn to speak to understand and to comment enough without taking part in the learning and teaching processes. Teaching materials are very important instruments to help the learners take part in the learning and teaching processes.

In this research, it has been found out according to the students’ answers for the questionnaire and point of views that language teaching materials are having a very important effect and role in language learning and teaching activities.

By means of using the teaching materials, teachers increase students’ interests and motivations to the subjects and lessons. So the students listen to the teacher more carefully and don’t forget whatever their teachers teach them. In this way the teachers can create desire of learning and all the students participate in the lesson vividly and voluntarily. Teachers can enrich the courses by using supportive language teaching materials.

As it has been seen in the research that nearly all the students believe that the usage of language teaching materials have very important and crucial effect and role in their learning processes. Moreover language teaching materials and also teaching materials help the teachers and students have more time to be busy with having more practices and to understand explain the complex subjects easily.

As a result of this research we can say that supportive teaching and language teaching materials are very necessary for both the teachers and students to be more successful. It is not possible to deny the need and importance of using materials in foreign language teaching processes.

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