



The impact of written visual materials in the development of speaking skills in English language among secondary level students

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Abstract

The aim of this study is to determine the effect of visual teaching material and resources in the development of Speaking Skills in the English language in Secondary level students in India. In the study, the experimental design with pre-test and post-test control groups was chosen. The research consisted of 82 secondary-level students. In order to collect the data, pre-test, post-test, speech axiom, and interview forms were prepared, and a t-test was used in the analysis of the data. The interviews were conducted with open-ended questions on the research topic and results were interpreted according to their percentages and frequency values. According to the results obtained from the data, a statistically significant difference was found between the mean achievement of the students using visual teaching materials and using written-visual teaching materials. The result suggests the use of written-visual teaching materials. The data obtained from the interview also supported these results. Therefore, visual teaching materials should be chosen appropriately by language teachers and should be carried into the classroom environment. It is recommended that visual teaching materials be presented with written support, as it facilitates reminding and provides the opportunity to learn with permanent marks.

Keywords: communicative environment; communicative activities; speaking skills; written- visual teaching materials; visual aids visual teaching materials.

1. Introduction

Knowledge plays an important role in every moment of human life and in every field. The rapid growth, change and development of knowledge increase the need for education and learning and accelerated efforts to meet this need (Kumar 2020 a; Ajmal & Kumar, 2020). Therefore, the skills expected from individuals in the information age and responsibilities have also evolved. Job postings published in recent years and human qualities sought, compatible in teamwork, analytical capable of thinking, technology literate, human relations and communication skills strong, life-long learning skills, informatics, and communication. It seems that there is a need for well qualified and educated individuals.

Individuals grown in today's scenario should use both their mother tongue effectively and effective communication skills, as well as learning a foreign language, should use competently. There are a lot

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of people who speak English in India. It is a common link language. To some, there can be no denying that people are increasingly aware of the centrality of the English language in India. As an individual becomes better acquainted with the English language, they will be able to communicate their thoughts, learn, and gather information. They will also be able to adapt to the rapidly changing world. That is the reason the importance of knowing a foreign language and teaching a foreign language is increasing. Demirel (2004) states that foreign language teaching is an accumulating process, cognitive behaviors, and new psycho-motor skills are involved in this process is voicing. In other words, learning a foreign language is essential for gaining the necessary skills to achieve.

The four fundamentals to be acquired in language learning and teaching skills are listening, reading, writing, and speaking. Of these skills for everyday life, speaking is the skill that is most used, and even has to be used. One of the general objectives in foreign language teaching is to understand the language that students learn. It is to enable them to speak freely. Therefore, speaking skills are significant to the learners. In order to gain the knowledge of the language and to prepare suitable environments as much as possible, it is important to teach communicative methods (Bright and McGregor, 1983; Florez, 1999; Littlewood, 1984; Murcia, 1991)

Effective communication is important in all areas of education. It is also suitable for effective language teaching. Thus to achieve the goal, organizing learning environments, using correct and effective teaching materials are very necessary. As Demirel et al. (2005) states that the more the teaching (and learning) activity appeals to the sense organs, the more the event becomes so good and permanent. Call-and-response skill is difficult to teach and to evaluate compared to other skills. As it is a skill, learning environments with the most efficient teaching materials need to be supported.

1.1. Problem Statement

In this study, “visual teaching material consisting of pictures, photographs and posters without letters, numbers, words, phrases or sentences” and “letters, numbers, words on it” have been compared and contrasted to analyze the effectiveness.

The main problem discussed in this study is as follows: What are the effects of visual and written visual teaching materials on student access and student views in gaining speaking skills in English language teaching?

1.2. Sub Problems

To make the research outcome more precise, six sub problems have been chosen and discussed. The effect of written-visual teaching materials consisting of pictures, photographs, and posters with words, phrases or sentences on students' attainment and opinions was tried to be examined and the following questions were tried to be answered.

Q1: Is there a difference between the achievements of the group in which visual teaching material related to the ‘comprehensibility’ sub-dimension was used in teaching English and the group using written-visual teaching materials?

Q2: Is there a difference between the achievements of the group in which visual teaching material is used and the group in which written visual teaching material is used for the ‘grammar’ sub-dimension in English teaching?

Q3: Is there a difference between the achievements of the group in which visual teaching material is used for the ‘vocabulary’ sub-dimension in teaching speaking skills in English and the group in which written-visual teaching material is used?

Q4: Is there a difference between the achievements of the group in which visual teaching material is used and the group in which written visual teaching material is used for the ‘fluency’ sub-dimension in English teaching?

Q5: Is there a difference between the achievements of the group using visual teaching material and the group using written-visual teaching material to gain speaking skills in English language teaching?

Q6: What are the students’ views on the visual or written-visual material used in teaching English to gain speaking skills?

2. Literature Reviews

Teaching materials carried to the educational environment have many functions such as providing a multi-learning environment, attracting attention, increasing the awareness level of students, motivating, saving time, and providing permanent tracked learning (Kumar, 2001; Kumar 2020 b; Demirel et al., 2005). Visual teaching materials play an important role in foreign language teaching in order to make the student active, to ensure that the classroom environment is both entertaining and instructive, and perhaps most importantly, to create a natural environment.

Pictures, photographs, and posters, which are among the visual materials, are indispensable teaching materials for foreign language teachers. These materials are easy to access or prepare by foreign language teachers. They are economically convenient tools. Also, the preparation and research of such visual materials can be used frequently by the students in order to include them in the learning process.

Due to the low preparation time and cost of painting, it provides great convenience to foreign language teachers. What is important in the use of pictures, photographs, and posters in the teaching environment is that it makes learning easy and convenient. Choosing the correct pictures in line with the goals of the course and educationally can overlap well with the content of the course.

Pictures, photographs, and posters can be used to save the educational environment from monotony, to ensure that students enjoy their pleasure, to arouse their interest and desire towards learning, to enrich verbal and abstract messages. There are also usage purposes such as enabling the participation of learners (Werff, 2006; Wright, 1989). Adding words, phrases, or sentences to visual materials can give even more effective results in achieving these listed goals. Presenting visual materials to students with writing, in other words, support students with some clue-like information that evokes images, facilitates recall, and increases the permanence of information (Erden & Akman, 2001; cited in Yilmaz, 2005).

It is of great importance that the teaching methods-techniques applied, the materials used, and the arrangement of the learning environment are required in order to gain speaking skills and develop effective communication skills in foreign language teaching. Speaking skills in foreign language teaching, comprehensibility, grammar, vocabulary, fluency sub-dimensions are a skill that includes continuous thinking and conversation. In developing this skill, teachers need to create congenial environments in the classroom that make students feel as comfortable as possible and give them the opportunity to speak a lot. Also, supporting the visual materials presented in the learning environment with some clue information in writing increases the possibility of long-term reminiscence of the learned.

3. Methodology

3.1 Research Design

An experimental method was used in the research and the model with pre-test and post-test control group was used. However, since the study aimed to examine the effects of visual and written-visual teaching materials on student achievement, the control group was defined as the comparison group (Gall, Borg, & Gall, 1996) and an application was carried out in this group. In addition, interview forms were used to reveal the students' views on the process.

3.2. Population

The population of this study consisted of secondary level students studying at Private CBSE affiliated schools in Delhi- NCR region, India in the academic year 2018-19. The research was conducted with a total of 82 students.

3.3. Data Collection Tools

In this study, the data were collected with pre-test and post-test analysis to measure English speaking skills, Speaking Rubric, and interview forms to evaluate students' performance.

3.3.1. Pre -Test and Post-Test

In order to measure the speaking skills of the students, a story-telling exam consisting of ten pictures was prepared by the subject expert researcher in order to be used as a pre-test and a post-test. The evaluation of this exam was made with the speaking document prepared by the researcher. The reliability coefficient was found to be 0.76 as a result of the scoring of the test. In line with this coefficient, it has been revealed that the axiom is usable.

3.3.2. Speaking Components

While preparing the statements for speaking skills, four sub-dimensions named comprehensibility, grammar, vocabulary, and fluency were taken into consideration. In terms of the reliability of the research, the evaluation scales for speaking skills were made between 0 and 4 points (Taggart et al., 1998; Underhill, 1987). 0 point means very poor, while 4 point means very good. In the document, descriptors with detailed information for each step are given to make the assessment more accurate and clear. For the validity of the statement, the opinions of experts consisting of 15 experienced English teachers and lecturers were used. Feedback was received from 11 of these experts and the speaking document was finalized.

3.3.3. Interview form

The interview form was prepared in order to support the evaluation criteria in the speaking statement, to reveal the experience of the students in this process, and to obtain information about the use of visual materials in one group and the use of written-visual material in the other group. There are open-ended questions in the form. Interview data were recorded with a voice recorder, and notes were also taken when necessary. Analysis was made on the obtained data.

3.4. Procedure for Data Collection

In this research, visual and written visual teaching materials were prepared to be used as experimental process material. The activities prepared for both groups consist of the same visual material. These visual materials consist of pictures, photographs, and posters. While both groups use the same material, one group has only visual material, while in the other group there are sections written with letters, words, phrases, and sentences under the same visual material. These written sections are determined as important sections for students and some main lines are presented to students.

3.5. Procedure for Data Analysis

In the research, t-test was used when searching for answers to sub-problems. At the same time, an interview form was used and the interview was interpreted according to the percentages and frequency values of open-ended questions on the subject of the research.

4. Findings

The findings obtained from the research are organized by grouping each sub-problem within itself and are given below.

4.1. First Sub-Problem

Table 1. Results of the t-test for the difference between the group using visual teaching material and the group using written-visual teaching material regarding the sub-dimension of ‘comprehensibility’ in teaching speaking skills in English language teaching

GROUPS	n	X	s.	sd.	T	p.
Using Visual Material	42	.54	.47	39	7.50	.00 (P<.05)
Using Written-Visual Material	40	1.48	.48			

As seen in Table 1, the achievement average of the group in which the visual teaching material was used for the ‘comprehensibility sub-dimension in English teaching was found to be .54, while the average achievement of the group in which written-visual teaching material was used was 1.48. Whether there is a statistically significant difference between the average achievement of the group in which visual teaching material was used and the group in which written-visual teaching material was used for the ‘comprehensibility’ sub-dimension in English language teaching was examined with the t-test, and the group using visual teaching material was the average achievement of the group in which visual teaching material was used was in favor of the group in which written-visual teaching material was used. A statistically significant difference was found.

4.2. Second Sub Problem

Table 2. T-test results regarding the difference between the group using visual teaching material and the group using written-visual teaching materials regarding the sub-dimension of ‘grammar’ in teaching speaking in English.

GROUPS	n	X	s.	sd.	T	p.
Using Visual Material	42	.58	.47	39	6.45	.00

Using Written - Visual Material	40	1.21	.48			(P<.05)
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As seen in Table 2, the achievement average of the group in which visual teaching material was used for the ‘grammar’ sub-dimension in English teaching was found to be .58, while the average achievement of the group using written-visual teaching material was 1.21. Whether the difference between the average achievement of the group using visual teaching material related to the ‘grammar’ sub-dimension in English language teaching and the group using written-visual teaching material was statistically significant or not was checked with the t-test. A statistically significant difference was found between the mean achievement of the group whose material was used, in favor of the group whose written-visual teaching material was used.

4.3. Third Sub-Problem

Table 3. T-Test results for the difference between the group using visual teaching material and the group using written-visual teaching material regarding the sub-dimension of ‘vocabulary’ in teaching speaking in English.

GROUPS	n	X	s.	sd.	T	p.
Using Visual Material	42	.46	.34	39	3.34	.00 (P<.05)
Using Written - Visual Material	40	1.02	.69			

As can be seen in Table 3, the achievement average of the group in which visual teaching material was used for the ‘Vocabulary’ sub-dimension in English teaching was found to be .46, while the average achievement of the group using written-visual teaching material was 1.02. Whether the difference between the average achievement of the group in which visual teaching material was used and the group in which written-visual teaching material was used for the ‘Vocabulary’ sub-dimension in English language teaching was examined by t-test, and it was examined with the group using visual teaching material. A statistically significant difference was found between the average achievement of the group in which the visual teaching material was used, in favor of the group in which the written-visual teaching material was used.

4.4. Fourth Sub Problem

Table 4. Results of the T-test for the difference between the group using visual teaching material and the group using written-visual teaching materials regarding the ‘fluency’ sub-dimension in teaching speaking skills in English language teaching

GROUPS	n	X	s.	sd.	T	p.
Using Visual Material	42	.56	.45	39	5.25	.00

Using Written - Visual Material	40	1.28	.47			(P<.05)
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As seen in Table 4, the achievement average of the group in which visual teaching material was used for the ‘Fluency’ sub-dimension in English teaching was found to be .56, while the achievement average of the group in which written-visual teaching material was used was 1.28. Whether the difference between the average achievement of the group using visual teaching material related to the theme of ‘Fluency’ and the group in which written-visual teaching material was used was statistically significant in gaining speaking skills in English teaching was examined through a test. A statistically significant difference was found between the mean achievement of the group whose material was used, in favor of the group whose written-visual teaching material was used.

4.5. Fifth Sub Problem

Table 5. T-test results regarding the difference between the group using visual teaching materials in teaching speaking skills in English language teaching and the achievements of the group using written-visual teaching material

GROUPS	n	X	s.	sd.	T	p.
Using Visual Material	42	2.09	.51	39	3.75	.00 (P<.05)
Using Written - Visual Material	40	4.81	.43			

As can be seen in Table 5, the average achievement average of the group in which visual teaching material was used to gain speaking skills in English teaching was 2.09, while the average achievement average of the group in which written-visual teaching material was used was 4.81. Whether the difference between the average achievement of the group using visual teaching material and the group using written-visual teaching material for the acquisition of speaking skills in English language teaching was statistically significant or not was examined by t-test, A statistically significant difference was found in favor of the group in which written-visual teaching material was used.

3.6. Sixth Sub Problem

The sixth sub-problem is about the students' views on the visual or written-visual material used in teaching English to gain speaking skills?

According to the results obtained from the interview forms, a statistically significant difference was found between the average achievement of the group using visual teaching material and the group in which written-visual teaching material was used. The result was in favour of the group in which written-visual teaching material was used. The data obtained from the interview forms also support these results. The students in the group using visual teaching materials said, “The materials used helped us study more and talk more. I spoke fluently, fast. The students in the group who used written-visual teaching materials said “I learned more words” and “when I learn pictures and writing by seeing them, they are more memorable; the pictures attracted our attention, they were fun. It enabled me to speak faster and I learned more words, my vocabulary and grammar improved with the picture and

writing, and I can make more fluent and beautiful sentences. It was very good that it was unusual and different.”

5. Discussion And Results

Besides being more important than other language skills, speaking skill is called one of the most difficult skills to gain (Selçuk, 2003). When it is aimed to improve speaking skills in English teaching, one of the most important points to be considered in the preparation of a communicative environment for students (Byrne, 1986; Murcia, 1991; Shaw & McDonough, 1993). In other words, an environment where students feel comfortable and where they can work in pairs or in groups should be provided.

In addition, as Wright (1986) said, if visual material is to be used, somehow surprising information must be found in the picture. Using visual materials such as unusual or interesting pictures and photographs, instead of making students talk about something abstract, an environment where they can see, visualize and comment accordingly should be provided. Words that will help visual images and make associations also help to remember some features of that object (Açıkgöz, 2005). As Wright (1986) emphasized, if visual material is used and students want to be talked about, they should be guided and reminded of what they have to say.

In addition, since there is a meaningful and permanent traced learning in all learning, it is necessary to give coding strategies that will make students associations. Memory supporting strategies increase the effectiveness of the learning process by providing the necessary clues during the processing of information with other information (Açıkgöz, 2005). In addition, these strategies make the information to be learned meaningful. They especially help to learn and remember words, terms, and facts (Senemoğlu, 1997). Therefore, as evidenced by the findings, the group using written-visual material was more successful than the group using visual materials with meaningful information and guiding writings presented to them.

6. Conclusion

For the analysis two groups were formed: the first group in which visual teaching material is used for the sub-dimensions of ‘comprehensibility’, ‘grammar’, ‘vocabulary’ and ‘fluency’ and the second group in which written-visual teaching materials are used in teaching English. It was checked whether there was a difference between the average achievement scores and the group using visual teaching material. A statistically significant difference was found between the mean achievement of the group in which written-visual teaching material was used, in favour of the group in which written-visual teaching material was used.

When examining the students’ views on the materials used to gain speaking skills in English teaching, it is seen that the materials used attract students' attention, make their speech understandable, ensure the correct use of grammar rules in speech, improve vocabulary knowledge and provide a more fluent speech. However, when the answers of the students in the group using visual-written materials are examined, it is seen that the combination of the text and the picture makes it easier to remind.

7. Recommendations

- To improve comprehensibility, grammar, vocabulary, and fluency, which are sub-dimensions of speaking skills in language teaching, studies should be done in different age groups using different teaching materials and using different methods and techniques should be planned.
- In language teaching, besides the materials used to improve the speaking skills of the students, attention should be paid to the fact that the environment to be organized is a communicative

environment, communicative activities (natural speaking activities, role-playing, animation, creative drama, problem-solving, etc.) should be used.

- Since visual teaching materials are easy to prepare and improve students' English speaking skills, they should be properly selected, prepared, and brought into the classroom environment by language teachers.

- Emphasis should be placed on supporting visual teaching materials with writing as it facilitates reminding, and students should be presented with as many written-visual teaching materials as possible in order to improve their English speaking skills in the learning environment.

- Students should be given responsibility to prepare visual and written-visual teaching materials and bring them to the classroom environment, and they should be constantly motivated for this purpose.

- Speaking skills are taken under two headings within the scope of the 'European Language Portfolio' in the 'Common European Framework' (The Common European Framework): 'Spoken Production' and 'Spoken Interaction'. For this reason, this should be taken into account in future research on speaking skills.

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