

## **Impact Of Teaching Literature Through Visual Aids: An Experimental Study For 5<sup>th</sup> Grade Students At A Private School**

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### **Abstract**

Teaching English language through literature has never been an easy task. Teachers have to have special skills to draw a picturesque description of the images, events, characters, personalities, events, emotions, meaning of dialogues (both under and above the surface), the plot, etc. in front of the students. Sometimes this colorful description makes the piece of text worth reading and sometimes it just draws a greyish, blurry diagram of something that is merely visible but not intelligible. This papers investigated the impact of teaching literature through visual aids. The research was carried out in a private school on two sections of 5<sup>th</sup> grade students, who were selected based on purposive sampling technique. Each class comprised of twenty students and the groups were divided into experimental and controlled. The controlled group was taught a piece of literature using the conventional method i.e. reading, explanation of the text, meanings of difficult words and written assessment of the students to check the comprehension of the text. The experimental group, besides going through the same process, after going through the pre-interventions assessment phase, watched a video of the same text. The teachers ensured to select a video which did not have variations from the plot. The assessment was on the standard questions given in the text book. It comprised of explanation of difficult words, MCQs, True and False statements and questions and answers. The pre-test analysis of the received data revealed that the mean score of Group A was 26.05 where the range remained from 16-32 and pretest results of the treatment group and the mean score of this group was recorded as 25.7 which was closer to the mean score of the controlled group whereas the range of Group B was recorded from 17-30. The scores of the Controlled group in the post test achieved by both the groups were raised from 26.05 to 26.30 with the marginal difference of 0.25 marks. However, in the posttest results the mean score of the treatment group was over 33 as compared to their pretest mean score of 25.7. The difference after the treatment in the mean score around 8 which shows that the overall performance of the group increased significantly. The research concluded that teaching literature using visual aids has a positive impact on the students. The researcher also recommended to apply this research on other levels as well to achieve the generalizability of the research.

**Keywords:** Teaching, English Literature, Teaching Literature, Audio-Visual Aids

## **Introduction**

Language teaching and language learning can be executed efficiently with the help of visual aids (Al Mumun, 2014). According to Niess (2017), it engages the students in learning, increase their pedagogical application, as well as make a pathway for information and teaching resources. Employing visual aids method in teaching is a fairly new concept that has been introduced (Cakir, 2006). The assistance of audiovisual can convey as a notice and a sign on pedagogical quality in the manner a teacher holds a class, the strategy they use, just as teacher-student communication. Apart from that, this is also the latest method of communicative teaching (Alvi et al, 2021). It is a vital element to get precise data within limited time. To add onto this, the aid of visuals, whether through pictures or videos, can help create a pupil's learning style, enhance a teacher's teaching skills and produce a detailed academic syllabus (Abdel-Hamid, 2017). This method of teaching strengthens the pupil's proficiency (Ololube, 2006). Teaching will not only be enhanced in theoretical regards, but also with practical learning. The scientific and practical knowledge that they will be taught will help them to figure out practical results to particular issues regarding language teaching (Ho & Intai, 2018). Such teaching aids that are easily adaptable to the environment are specifically created to create effective plans that not only positively effects the pupil's learning progress but also their performance (Manthra, et al, 2018)

The contemporary pupils and classrooms are turning out to be more different and remarkable every day. The teaming up of teachers and students for academic purposes can be attributed to the remarkable advancements in the field of Information and Communication Technology (ICT) (Sarkar, 2012). In writing classrooms, learners frequently experience issues in perusing and understanding the allocated literary texts in the literary component (Yunus et al, 2013). It has been demonstrated that secondary school students don't feel propelled to peruse literary texts because of absence of language capability and deficiency of teaching materials (Kavade, 2020). Along these lines, there is a need to embed the utilization of visual guides in showing writing to trigger students' inspiration in perusing scholarly messages (Macwan, 2015). Visual guides are successful methods for writing just as narrating (Yechina, 2020).

## **Background:**

To pass on certain ideas more adequately and effectively to students, the teacher takes help of some informative guides, such guides can be termed as audio visual aids. Such guides can fulfill numerous needs in teaching of English (Chiekezie & Inyang 2021). The adequacy of training help suggests its importance to the teaching point, accomplishment of some informative level headed and suitable use (Kavade, 2020).

English, for being foreign or second language cannot be comprehended like a native language. In this way, teaching of English gets hard for the teachers. In the teaching of language, the fundamental motivation behind the utilization of audio visual aid is to empower the instructor to make the exercises successful and fascinating. In this manner, it gets simpler for the teacher to give a clearer plan to the students through general media helps. Such sort of showing make the thought perpetual in the students' mind. Books and other written material have been the fundamental devices of teaching for quite a long time, and they are still critical. In any case, with the difference on schedule, the significance and assets of audio visual aid have been changed (Setiyadi, 2020).

### **Statement of the Problem:**

In the field of education there are two major trends that are making their mark in the Pakistani context are the rapid growth of the population of English language learners and the increasing use of technology as a tool in everyday life. The technology of communication is rapidly becoming more advanced and sophisticated. Teaching is expected to be entertaining, modern and participatory. Luckily, PCs and the Internet make the ways for an assortment of energizing, better approaches to examine and speak with the understudies.

However, unfortunately, this advancement is being neglected in most of the schools of Pakistan in general and of Karachi, in particular. Although the aid of visuals in language learning and language teaching is proven to be quite effective and efficient in terms of increasing the proficiency and performance of a student, there are teachers, like Literature teachers, who still only use books as their main source of teaching guidance rather than relying on relevant visual materials that could help the students in a much better way.

Therefore, the learners get deprived of some of the most enjoyable moments that can be availed while studying literature. They only read the text and most of times they only understand the literature by memorizing the meanings of difficult words and answers to some of the questions related to that text. Nevertheless, the learners most of the times are unable to enjoy the beauty of the text due to the unimaginative and dull description of the text.

### Objectives of the Study:

The objective of the study is to:

- See if teaching literature through visual aids enhance the understanding level of the students
- Compare the impact of visual of aided teaching versus traditional teaching of literature on 5<sup>th</sup> grade students.

### Research Question:

Does teaching literature through visual aids enhance the understanding of text among the students?

### Research Hypothesis:

**H1:** Teaching literature through visual aids enhances the understanding of text among the students.

### **Literature Review**

#### **ICT/Visual Aids**

Information and Communication Technologies, properly known for its acronym ICT, is a way of sharing information about something or someone through technology. It is an umbrella term which includes a set of technological tools and resources used to “communicate, create, disseminate, store, and manage information” (Sahni, 2016, p. 32). Different applications and devices can be used to facilitate communication which includes visual aids, pictures, videos, computers, phones, radio, etc. In this 21<sup>st</sup> Century ICT is needed almost everywhere, in education, libraries, industries, health care and many more.

Visual aids play an important role in the field of teaching. They are used in the classroom to make teaching and learning interesting and motivating (Shabiralyani, 2015; Wondimtegegn, 2020). Pictures, wall charts, videos, sounds can make learning easier for learners (Shabiralyani, 2015).

### **Teaching English Literature**

English Literature is the study of literary texts written in English language. It is the most popular course of study in schools, colleges and universities in the world (Sahni, 2016). The most common genres taught in English literature are poetry, drama, prose, non-fiction and media (Sahni, 2016). Literary texts can be a source of motivation for “young learners for learning English as they intend to know more about English language and its speakers after reading literary texts” (Wasti, 2016 p.3) but it requires high level of language proficiency to understand a literary text. Students face difficulties comprehending a literary text because of being incompetent in English language. Waqar (2020) mentioned in a DAWN article that it broke his heart when he heard Nadia, a fifth grader, read. The sight of a “fifth grader pausing at every word was nothing I’d ever been prepared for” (Waqar, 2020). The language proficiency of students is so poor that they soon lose motivation to study in different subjects. Wasti (2016, p.3) reported that students’ lack of linguistics competency challenges their “ability to understand and comprehend” literary texts that depicts English culture and are “meant to be used for students whose native language is English e.g., Shakespearian tragedies, Dickens novels etc.” (Dubash& Anwar, 2011, p.37) because of their rich vocabulary and foreign expressions. The utilization of ICT devices in showing English writing and language can upset the manner in which the subject is seen, instructed and considered (Jain, 2012). Visual aids can be a powerful tool for teaching English Literature. Knowledge of ancient marvels and long forgone literary texts at times do not stimulate the minds of the readers which leads to boredom and lack of motivation towards the subject (Shabiralyani, 2015). The visual aids stimulate the senses of the learners and help them stay motivated and enthusiastic during the lecture (Wondimtegegn, 2020; Sharma, Garg and Mittal, 2014).

The use of technology in the teaching of literature contribute to learning the target language (Zainal, 2012; Wondimtegegn, 2020). They can be used in different subjects, including English Literature. Zainal (2012), in the context of Malaysia, reported study of four ESL secondary school teachers’ use of ICT in teaching English literature to second language learners. By using classroom observations and interviews with teachers as tools, it was found that by using ICT as presentation tool, students were able to comprehend the text more easily despite having low language proficiency. Being able to comprehend the literary texts lead them to appreciate and respond to them. Moreover, students, by using their auditory senses, were more exposed to the language and learnt new words, phrases and expressions. It increased their motivation and enthusiasm. Jain (2012) also claimed that the use of ICT tool would rejuvenate a literature class. It would assist students with appreciating the content and would improve their capability. The author further talked about how poetry, fiction, drama, criticism, and many other types of literature and how ICT can make teaching these literary texts a vivid experience combined with the traditional methods of teaching.

### **Status of English Teaching in Pakistani Schools**

In Pakistan, English is the official language. Starting from the point of nursery or pre-nursery classes up until tertiary education, English is taught as a mandatory course (Shoukat & Ghani, 2015). The books of all subjects expect for other Urdu, Sindhi and sometimes Islamiyat are written in English. As per the National Education policy, in majority of the primary, secondary, and tertiary classes, English

is the mode of instruction (NEP, 2009 p.28; Fareed, Jawed & Awan, 2018; Khan, 2013). The term English- medium is not just a term to denote medium of instruction, it is considered “synonymous with the more affluent social class, and a more liberal and westernized persona” (Shamim & Rashid, 2019). Most of the schools, colleges and universities are quite strict about students and teachers using English in classrooms and on campus. Some of schools even charge fine if they see students speaking in any language other than English. Despite having a great importance in education in Pakistan, English language proficiency still holds a back seat. Low English language proficiency in students is a big problem in Pakistan. Despite the fact that students are taught English since a very young age, they are still unable to acquire and grasp onto the needed skills in English language due to which they are unable to understand the lecture, unless it is in their mother tongue (Fareed, Jawed & Awan, 2018). They find it hard to read, write, listen, and speak in English (Dar & Khan, 2015). This language incompetency leads to demotivation and embarrassment among peers. Due to this they prefer staying quiet rather than being judged and embarrassed among their fellows.

Teaching methodology is a very crucial element in the process of teaching and learning. It is more effective when the learners’ language learning needs are addressed centrally (Wasti 2016, p.3; Rustam, 2008). The need of today’s student is to include technology in teaching to make learning more interesting (Zainal, 2012; Jain, 2012). Warsi (2004) in his study pointed out the conditions under which English is taught in Pakistan. He reported various drawbacks in the education system which included inexperienced teachers, defective teaching methodologies, inadequate facilities and many more. He emphasized that audio-visual aids are “proven to be conducive to language learning”. They “facilitate successful acquisition of a second language”. Unfortunately, “state-of-the-art language labs are still a rarity” in many institutions (p.3). His study provided various recommendations which include “teachers need to be cognizant of recent trends in language teaching”. Rather than relying solely on textbooks, teachers should incorporate audio-visual aids in teaching to assist the students augment their fundamentals of linguistic skills. The study pointed out several merits of using audiovisual aids in a language classroom. They help the learners come in “direct contact” with the text and the culture in which it is written to be better able to understand and appreciate it. They also “promote remembering” by stimulating learners’ senses and arousing their “curiosity” (p.6). The audio-visual aids are not only beneficial for students but also help teachers save “time and energy” and provides “a rich variety and better quality of instruction” (p.6).

The new media “Story bird”, as supported by Giacomini (2015), which can be used as an aid to make the creative writing lessons better which, as per Giacomini, enhances the pupil’s composition process. Not only does it teach students how to write properly, but also gives them more learning space. Apart from giving the pupil’s a better grasp at their learning involvement but also gives them a better understanding to the language. Many researchers emphasized the use of technology in teaching. Giacomini (2015) mentioned that the use of audio-visual aids gives learners sense of control and their learning experience and exposes them more to the language. Haider (2012) reviews the major pedagogical trends and issue in teaching. Research proves that teacher’s inability or their avoidance of trying new methods of teaching acts as an obstacle for a student who is an ESL learner. Specifically, it hinders their linguistics enhancement. According to a study by Adas & Bakir (2013), it was deduced that ESL learners are better at their performance when their theoretical studies are combined with visual aids. However, Kunwar (2013) argues that this method of teaching is a rather dangerous method. Teachers are only teaching because they know they have to conduct the exams while the students have

to attempt it, while the students are just memorizing the information regarding the answers. Ghan & Din (2017) also claimed the basic language skills are not dealt and developed in the classrooms because of ineffective teaching pedagogies. Davis (2000) also reported that to improve the learning experience of their students, implementation of ICT in teaching is important.

According one of the claims made by Panezai & Channa (2017), in Pakistani education system the resource that is most commonly and easily available for teaching and learning English is textbooks. One of the aims of the study was to comprehend the perspective of primary school teachers working in the public sector schools of Balochistan about the text books of English from Grade 1 to 5 and their impacts on effective learning. In schools, teachers rely on outdated teaching pedagogies to teach English (Zeeshan, 2013). The study mentioned that the quality of the content in the textbooks is poor and boring because of the unavailability of an equally accepted system of evaluation in Pakistan. The teacher participants believed that colorful pictures attract students' attention. The teachers were not satisfied with the textbooks in terms of having less reading and writing activities, grammatical and lexical aspects of the books. The teachers believed that using the textbooks to learn language was ineffective because the textbooks did not prepare them use the language, its grammar and vocabulary in real contexts" (p.13). The books failed to develop confidence and verbal communication skills of the students. The teachers believed that the learning contexts and demands of learners were not focused on by the authors. Despite having so many issues in the textbooks, the teachers blindly followed the stale textbooks that were compiled decades ago and are still in use. The teachers who use and consume the Pakistani English textbooks do not evaluate them thoroughly. The teachers mentioned that workshops and trainings would familiarize them with new and advanced methods of teaching and learning English. Integration of technology into curriculum promotes higher order thinking skills of the students (Mathew et al., 2013).

According to Wondimtegegn (2020: 485) and his mixed method of studying regarding this topic assessed the efficiency of visual aids in teaching EFL classes. There are namely different types of audio-visual materials, including brochure, textbooks, electronic media, etc. all involved in spreading relevant data to pupils. The participants were teachers, students and principals. They were asked about their suggestions about teaching of English through visual aids in elementary schools. The participants involved in the research suggested that though they would like visual aids, but they would also like it to be relevant to their course and according to the age and interest of the participants. Through the help of visuals, student's performance and efficiency increased a lot. According to the study, the visual help that was given resulted in "positive effects on pupils, teachers and schools" (p: 485) and that could be because pupils need to experience reading and writing of various kinds from different angles.

Saleem and Zahra (2017) explored the effects of ICT on students' learning in private schools in Pakistan quantitatively. They mentioned that there is a need for effective use of ICT resources in the educational institutions in Pakistan as there is a lack of resources, skilled staff, and cooperation of the government. The results of the study indicated that "if the obtainability of ICT resources is negative in schools, then the students learning is not good" (p.85). It also indicated that sufficient ICT resources in schools will positively affect the students learning. Moreover, it indicated the approachability of ICT resources and students' learning have a strong relationship. The study revealed that access of the ICT resources in the schools for both the teachers and the students was not according to the standards. There was a limited access of the ICT resources which "cannot meet the needs of the ever-changing population of the students" in the schools. They recommended that the Government should spend on

technological equipment and hire trained computer literate personnel to handle the technical issues in schools. The internet connection facility should also be provided in the schools for both teachers and students.

### **Methodology**

Experimental design was opted to conduct this study. This particular design helps in comparison of two groups – the experimental and the comparison treatment. Before the research was commenced, a pretest was taken from the students from two different sections of grade five. The test was designed with the aid of the professors to help make the test as effective as possible for the researcher to conduct it. In this chapter, a table is given that shows the results of the pre-test which was then verified by SPSS. To test the hypothesis, a varied form of teaching method was used for each class, with the control group being taught through the standard, no visuals methods and the experimental group being taught through audiovisual aids for the span of 12 weeks. A well designed and carefully prepared post test was conducted by the help and support of colleagues and seniors of the department. The results were collected and data was analyzed through SPSS which enabled the researcher to come to the conclusion and recommendations.

### **Sample and Sampling Method**

Grade five students from a private school in Karachi were the participants of this study. It was a co-education class, so it had boys and girls both. It was taken into special notice that the intellectual level of all the students from both the classes should remain the same. Each class consisted of 20 students. After both the sections had been put through a pre-test, the researchers decided that class A is going to be the experimental group. The Pre Test helped to identify whether the hypothesis was correct or not. Through the test, the researchers were able to determine the reading comprehension skills of the pupils. After the tests were taken, checked and the scores were finalized, it was concluded that the mean score of both the classes had a different of not even 3%.

### **Data Collection Procedure**

A Pre Test is conducted to verify the same level of intellectuality of all the students. The whole research was conducted and concluded in a span of twelve weeks. These classes were conducted three times out of every week and were 55 minutes long classes. The traditional method of teaching was applied on Class A, while the experimental method of teaching was conducted on Class B. they were experimented with audiovisual aid. To keep evaluating the students' progress, the teacher used to ask various students to read aloud some of the chapter, or would either do that themselves. The teacher then proceeded to ask the students to write the answers as she dictated or they were all told to do it themselves.

### **Data Analysis and Findings**

This chapter presents the data analysis and findings of the study. The results and scores of Pro-Test and Pre-Test were them compared and analyzed for the T-Test analysis. This was done after the two different teaching methods were employed and worked upon through the experiment. After the results came out of the Class A who were taught through traditional methods and Class B who were taught through audiovisual aids, the results that were deduced was that of betterment of the proficiency of the learners.

The table below presents the results of the Pre-Tests of both the sections that were conducted before the start of the study. The data is presented in Table I and Table II. These two tables show the averages that include mean, median, and mode. As we can observe, the results of both the sections are nearly identical; they barely have a large gap between them. Group 1's data is represented in Table I, whereas Group 2's data is represented in Table II.

**Table 1 Group A - Pre-Test Scores (Controlled Group)**

Code for Student	Assigned Score	Obtained Score
1.	40	30
2.	40	25
3.	40	27
4.	40	29
5.	40	26
6.	40	26
7.	40	32
8.	40	30
9.	40	26
10.	40	25
11.	40	29
12.	40	28
13.	40	25
14.	40	18
15.	40	28
16.	40	29
17.	40	17
18.	40	16
19.	40	27
20.	40	28

The mean score of Group A after pre-test was recorded as 26.05 where the range remained from 16-32.

**Table 2 Group B - Pre-Test Scores (Treatment Group)**

Code for Student	Assigned Score	Obtained Score
1.	40	30



2.	40	25
3.	40	27
4.	40	26
5.	40	17
6.	40	26
7.	40	25
8.	40	28
9.	40	24
10.	40	26
11.	40	25
12.	40	25
13.	40	25
14.	40	29
15.	40	28
16.	40	27
17.	40	27
18.	40	25
19.	40	24
20.	40	25

The table 2 reflects the pretest results of the treatment group and the mean score of this group was recorded as 25.7 which was closer to the mean score of the controlled group whereas the range of Group B was recorded from 17-30.

#### Post-Test Analysis

The Post-Test was given to the students once the groups had been taught for a definite amount of time. The test was made keeping in mind the variables that are considered worldwide in order to efficiently assess the literature comprehension proficiency. Through the numbers that the treatment group received, the Post-Test results showed a vital difference. However, the control group did not have a large difference in the score. It is not that the scores of the control group did not increase, it is just that it did not increase as much as the treatment group. In the data presented in the table below (Table III), it shows the results of the Post-Test that was attempted by both the groups. The mean score was raised from 26.05 to 26.30 with the marginal difference of 0.25 marks.

**Table 3 Group A - Post-Test Scores**

Code for Student	Assigned Score	Obtained Score
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1.	40	30
2.	40	32
3.	40	25
4.	40	28
5.	40	28
6.	40	26
7.	40	31
8.	40	28
9.	40	27
10.	40	22
11.	40	31
12.	40	24
13.	40	20
14.	40	22
15.	40	27
16.	40	29
17.	40	21
18.	40	20
19.	40	26
20.	40	29

The table 4 reflects the posttest results of the treatment group and the mean score of this group was recorded as 25.7 at the end of pretest. However, this overall performance of the group was increased significantly. The mean score was over 33 as compared to their pretest mean score of 25.7. The difference after the treatment in the mean score around 8.

**Table 4 Group B - Post-Test Scores**

<b>Code for Student</b>	<b>Assigned Score</b>	<b>Obtained Score</b>
1.	40	32
2.	40	33
3.	40	31
4.	40	34
5.	40	32

6.	40	35
7.	40	34
8.	40	35
9.	40	31
10.	40	33
11.	40	34
12.	40	34
13.	40	32
14.	40	33
15.	40	33
16.	40	33
17.	40	35
18.	40	34
19.	40	32
20.	40	32

## Conclusion

The research was set on different objectives. The first objective of this research was to see if teaching literature through audiovisuals enhance the comprehension of the students or not. The results of the study show that there was a significant rise in the obtained marks of the experimental group. This result speaks for itself that teaching literature through visual does increase the comprehension level of the students. Students went through the process of learning and the experimental group was provided the audio visuals of the text. The results of the assessment proved that they had more clarity in terms of comprehension of the text.

The second aim of the study was to compare the impact of visual aided teaching versus traditional teaching of literature. The results, in this case, are also evident that the provision of visual aids to the students has a positive impact. The students who did not watch the video could not score more than what they had scored earlier. However, the students who watched the video of the text, got further clarity and answered some more questions correctly. Consequently, their post-intervention test scores were higher than their previous scores. This testifies the need of audiovisual aids while teaching literature to the students.

## Recommendations

After analyzing the data and receiving the results, the researcher recommends that literature should be taught with the help of audio visual aids, especially at schools. Literature is not something to merely read. The drama is to be enacted on the stage, the story is to be told with complete expressions and the

poetry is to be read aloud. After all, there would be no use of studying literature if comprehension of the text remains unachieved.

The researcher recommends that the future researches should be carried out at different levels. There is a lot of research gap that needs to be fulfilled in this area. The researcher recommends that future researches should be carried out not only at other class levels of schools, it should be carried out at university level as well, where literature is taught as a complete genre. By conducting this research at tertiary level, more generalizability and authenticity of the claim of this research can be achieved.

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