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## Investigating the effect of audio visual materials as warm-up activity in Aviation English courses on students' motivation and participation at high school level

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### Abstract

This paper aims to analyze the effects of video use as an audio visual material as warm-up activity on students' motivation and participation in Aviation English courses at high school level in the viewpoint of English instructors. This paper is based on a qualitative study design in which focus group interview is used as the data collection procedure. The participants of the focus group interview are four instructors teaching Aviation English, teaching 10th graders in a state high school. It is a fact that the use of video like the other audio visual aids is a proper ice breaker and motivation tool for teenagers in today's modern world of technology. According to the analysis of the data collected by focus group interview, the findings, revealing the positive effect of video use on students' motivation and participation, are categorized and discussed within the scope of the study.

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Keywords: video as audio-visual material, warm-up activity, students' attention, motivation

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### 1. Introduction

#### 1.1. Audio-visuals in language teaching

It is a commonly accepted opinion among high school teachers that one of the challenges teachers generally face is gaining the attention of the students who usually have a very tight schedule of schooling and try to handle a very

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dense curriculum in each of their lessons. Attracting the attention of high school students whose minds are commonly preoccupied with other subject matters more interesting for the teenagers between the ages 15-18 is a big challenge for foreign language teachers, as well. However, audio visual materials when properly selected and precisely used by language teachers can be a very useful aid in breaking the ices in language classroom by captivating students' attention to the subject matter.

It is common knowledge that residence in foreign country, where visitors associate the words with realia he sees, the most effective way to learn the language... Since we cannot take our classes into the foreign country the next best thing to do would be to bring the atmosphere of the country in the room as accurately as possible... In foreign language teaching, audio visual education has played the role of accessory designed to present the culture of the foreign country, and this accessory could become the integral part in teaching the language itself. (Mueller, 1955, p.237).

In parallel to what Mueller argued, Borglum (1952) stated the idea that 'a number of slides will eliminate the walls and transport the learner into that country on the wings of his imagination' (p.315).

According to the definition of audio visual materials, made by The International Federation of Library Associations and Institutions, audio visuals are any materials that pertain to sight and/or sound (IFLA, 2007). Use of audio-visuals at schools has become an integral part of education, and even of services offered by school libraries (Swank, 2011). In parallel, for Ameh (2012), the immense role of audio-visuals in assisting students to learn at their own pace and consequently make learning process meaningful stimulating and stress-free is in no doubt (p. 222).

In a Reading lesson, during the short story reading activity, it is argued that students comprehend the story better when they have the chance to receive their 'preferred mode of annotation'. The results of this study show that, by multimedia learning, learners actively 'elicit relevant verbal and visual information', and they also 'organize the information into coherent mental representations, and integrate these newly constructed visual and verbal representations with one another.' (Plass, ChunMayer, Leutner, 1998, pp. 25-36).

1.2. Gaining attention and warming-up

Robert Gagne, an educational psychologist, who pioneers the science of instruction, identifies the mental conditions that are necessary for effective learning and the nine steps of instruction that draw a clear line to follow in designing instruction (1985). In his 'Theory of Instruction', Gagne (1985) presents nine 'Events of Instruction' providing an instructional framework for an effective learning process and organizes appropriate instructional events as follows:

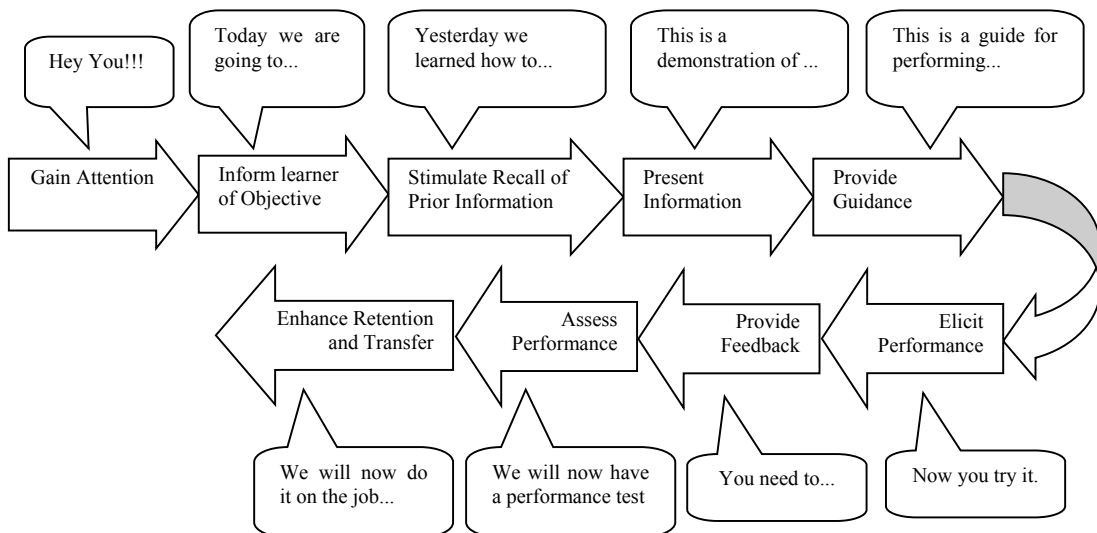


Fig. 2. Gagne's Nine Events of Instruction. ([http://www.nwlink.com/~donclark/hrd/learning/id/nine\\_step\\_id.html](http://www.nwlink.com/~donclark/hrd/learning/id/nine_step_id.html))

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