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The impact of audio visual aids in teaching

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Abstract--The purpose of this study is to evaluate the impact of audio aids (such as discussions, debates, audiotapes, role-plays, and lectures) and visual aids (books, video, power point slides, movie appreciation, projectors, animation videos, charts, and pictures) as teaching tools, which are used by teachers as a motivating technique for increasing learners' attention spans. To meet the research's objective, a closed-ended questionnaire was employed to extract basic data for findings results of the impact of audio-visual aids in teaching. The research population for this study have included teachers of Puratchi Thalaivar DR MGR Arts and Science College for Women, Uchipuli. In this study, the primary data has been used for data collection. This collected data is further analyzed with the use of SPSS software. The data is presented in the form of tables. The findings of this study suggest that the use of audio visual aids as teaching tools have helped them to increase or enhance their learners' learning abilities.

Keywords--audio aids, visual aids, teaching tools.

Introduction

Teaching is an art which can be designed according to the human potential and the needs of the students. Teaching is a continuous process which has served the purpose of imparting knowledge to learners. Teaching of any information is always done by teaching tools such as textbook, white board, marker, etc. An objective which is used to help teachers in their teaching process is called teaching tool. In this study, it is aim to evaluate the effectiveness and impact of two kinds of teaching tools; audio teaching tools and video teaching tools. As these tools help the teacher, that's why they are also called "aids". Audio aids include discussions, debates, audiotapes, role-plays, and lectures while visual aids are books, maps,

slides, video, flash cards, movie appreciation, overhead projectors, animation videos, charts, and pictures. All these tools enable a teacher to teach effectively because these tools show validity. In addition, the importance of teaching and learning in education cannot be overstated. To teach their students and encourage active learning, the teacher employs a variety of methods. With the passage of time, new approaches and techniques have entered the field of education, and teachers now use a variety of aids to help students learn more effectively. Visual tools stimulate students' interest and make it easier for teachers to convey subjects. Visual aids are instructional tools that are utilized in the classroom to aid students in their learning. Hence, audio visual aids has useful impact on teaching and learning process.

A Review of Literature

Burton defines visual aids as "sensory items or images that initiate, excite, or support learning." S. James Kinder defines visual aids as "any instrument that can be used to enhance the learning experience by making it more real, accurate, and active." Visual aids are tools that assist in making an issue or lesson more clear or easier to comprehend and remember (pictures, models, charts, maps, videos, slides, real objects etc.). Nowadays, numerous visual aids are available. We can describe these aids as follows: visual aids are those that rely on the sense of sight. For instance, models, real things, charts, photographs, maps, flannel board, flash cards, bulletin board, chalkboard, slides, and overhead projector are all examples. Among these, the most frequent are the blackboard and chalk.

Classroom education becomes more difficult when a course is allotted to the class and the course books (textbooks) contain an excessive number of interactive expertise tasks. Most importantly, it has elevated the practice of integrating textbooks and audiovisual aids as an additional or auxiliary resource for classroom course learning activities. Visual aids play a critical role in the educational system. Visual aids are gadgets that are used in classrooms to facilitate and enrich the learning process of pupils. Visual aids are the most effective method of education and knowledge transmission. When learners see and hear properly, visual aids develop an accurate image. Visual aids provide a comprehensive illustration of mental reasoning. Visual aids help to create an engaging environment for students. Visual tools assist kids in expanding their vocabulary. Visual tools assist the teacher in gaining time and retaining learning. Visual aids offer students with firsthand knowledge.

Audio-visual aids assist teachers in significantly altering both the classroom environment and the teaching techniques. By incorporating audio-visual aids into the classroom, teachers may communicate a topic verbally and graphically, which helps students pay greater attention during the lecture. They are capable of drawing connections between verbal and non-verbal communication, as well as abstract and concrete situations. Certain abstract concepts in language are difficult to explain orally. The topic matter may be unfamiliar to the students, and they may struggle to understand what the teacher is attempting to convey. However, teachers can help learners' comprehension by utilizing a variety of visual aids. When verbal and visual elements are combined, learners can easily grasp the information. Mayer (2001) asserted that when instruction is delivered in

class utilizing both verbal and visual cues, learning accelerates (as cited in Dolati, 2011, p. 6).

A primary responsibility of teachers is to ensure that the input is understandable to the pupils, which includes using the target language as much as possible during the session and avoiding direct translation and further explanations in the native language. The visual materials aid them in this endeavor by acting as mental scaffolds for pupils and assisting teachers in correlating and coordinating accurate concepts, so making learning more concrete. Images and videos can act as a bridge between the mother tongue and English, obviating the necessity for direct translations. Additionally, this assistance enables the teacher to omit lengthy explanations and translations, thereby time saving. It is critical to note that visual elements can help students develop a sense of harmony with the educational methods and resources used, as Oxford points out. In our classrooms, we will encounter a number of different learning types, such as visual learners, who benefit greatly from visual assistance because they struggle to understand auditory instructions and conversations. However, they are not the only type of learner who benefits from visual assistance; "kinesthetic and tactile learners also benefit from working with tangible items, collages, and flashcards." Students who are confident and at ease with the materials and methods are expected to do well, feel confident, and experience less worry. For instance, videos can assist students in developing confidence as they repeat and replicate real-world models in the second language.

As a result, students are anticipated to be more engaged in class. Through graphics, several techniques bring the real world into the language classroom. Since the 1920s-1930s, visual aids for presenting, training, and teaching languages have existed, primarily in the form of film strips, photographs, slides, and pass-around objects. They have been regarded as a valuable tool for teachers in virtually every trend in second language education. Visual materials had such an impact that numerous colleges developed catalogues of visual aids tracing the history of visual literacy and visual education. Probably the first approach to emphasize the use of images in the language classroom was the Direct Approach. This educational style, which gained popularity in the 1920s and 1930s, promoted the usage of the target language. The usage of tape recordings and picture slides acquired prominence in the 1950s-1960s in the United States of America with the advent of the Audio-lingual technique.

Additionally, French scholars established the audio-visual technique in the 1960s. This strategy, when combined with audiovisual technology, makes a significant addition to educational assistance. Students were instructed using a variety of methods, including textbooks, filmstrips, audio recordings, slides, and classroom presentations. The teacher used a variety of visual aids, including colored wooden rods, a set of wall charts with relevant terminology, color-coded phonetic charts, tapes or discs, film drawings and images, worksheets and transparencies. Students were not anticipated to arrive first. Magazine images and other graphic and early stages of creation. When teachers were not native, videotapes were deemed the most acceptable visual aid. Because linguistic meaning is derived from usage and experience, children should be placed in

environments that stimulate their experiences and allow them to use the language for authentic purposes as frequently as possible.

Visuals can supplement the information received by the student. The significance of visuals in Second Language Acquisition stems from the fact that language teachers appear to agree that pictures can help language instruction. They make learning more meaningful and entertaining by assisting teachers in bringing the real world into the classroom. According to Bamford, visual literacy is critical for acquiring information, constructing knowledge, and achieving good educational outcomes. He says that this is because the quantity of images in the globe has increased. It is critical to emphasize that pupils bring their own background to the classroom, which is increasingly related with images offered by mass media, video games, and other sources. Visual aids can be beneficial in the language classroom because they assist the teacher in clarifying, establishing, correlating, and coordinating accurate concepts, interpretations, and appreciations, as well as in making learning more concrete, effective, interesting, inspiring, meaningful, and vivid. Visual materials or anything else that assists pupils in recognizing an immediate meaning in the language may benefit both students and teachers. With the integration of projectors and multimedia classrooms into high schools nowadays, teachers can use a variety of materials to supplement their explanations, correct exercises, and play games. To ensure the effectiveness of these presentations, teachers must exercise caution while selecting visual materials and tactics.

Research Design

Case study design

A case study is a type of research method that allows a researcher to closely examine data in a specific context (Zainal: 2007). According to Eisenhart (2002), a case study is a research strategy that focuses on understanding the dynamics that exist within a single setting. Case studies, according to McMillan and Schumacher (2001:36), provide "a complete understanding of a complex situation, identify uninterested consequences, and examine the methodology of policy implementation". For this research, I have chosen case study design in which a questionnaire from each teacher was taken for the purpose of knowing pedagogical issues of teaching writing skills to English as foreign language learners. The study was qualitative in nature in terms of approach. Statistical procedures are used to arrive at conclusion.

Research Instruments

A percentile rank questionnaire has been used to ascertain teachers' classroom strategies for improving students' listening abilities. A questionnaire has been designed. This research tool is developed with the assistance of linguistic and research experts. The questionnaire's first section requested basic information about respondents, including their age, gender, educational background, and the institutions where they are taught. The second component of the questionnaire includes Rating scale items relating to listening abilities. To ensure the questionnaire's validity, it is distributed to ten linguistic and research

professionals. Their perspectives and viewpoints are taken into account. To ensure the questionnaire's dependability, it is administered personally to ten English Language teachers in a pilot research. The collected data is analyzed using SPSS-22. The findings has been presented in the form of tables.

Sample

This study has included teachers from Puratchi Thalaivar DR MGR Arts and Science College for Women in Uchipuli. For the purpose of data collection, a sample of 30 teachers was selected. A questionnaire was distributed among the teachers.

Demography for Data Collection

The questionnaire was arranged and the teachers of Puratchi Thalaivar, DR MGR Arts and Science College for Women, Uchipuli, had participated in it. Teachers from all the departments had contributed in it.

Data Analysis Techniques

A qualitative data analysis has been done. A systematic approach of sorting and organizing all of the data from questionnaires is part of the data analysis process. The questionnaires are analyzed by using a qualitative data analysis. Qualitative research does not use numbers to represent the data collected from participants. Patton (2002) said that the issue of qualitative analysis is to make sense of vast amounts of data. Reducing data volume, sorting out irrelevant information, recognizing noteworthy trends and creating an overall structure to communicate what the data show are all part of this.

Data Analysis

A survey was undertaken to ascertain the reasons behind the learners' low listening comprehension. The goal of the survey was to learn about the strategies used by English teachers in the classroom to help students improve their listening skills. A questionnaire was provided to instructors for this purpose. The questionnaire's specifics and the results are discussed following.

4.1 Table, Descriptive Statistics of Questionnaire

Statement	N	Mean	Std. Deviation
Gender of participants	30	2.0000	.00000
Age of participants	30	1.1667	.37905
Visual Aids such as books, power point slides, charts, and pictures are used as teaching/instructional tools by you.	30	1.3333	.47946
Visual Aids such as books, power point slides, charts, and pictures (as teaching/instructional tools) have helped you in preparation of your lesson plans.	30	1.4667	.50742
Visual Aids such as books, power point slides, movie			

appreciation, charts, and pictures (as teaching/instructional tools) have helped you in delivering the lectures.	30	1.4667	.50742
The use of Auditory Aids such as discussions and debates in teaching process has helped you to maximize your performance in delivering knowledge.	30	1.9333	1.01483
The use of Auditory Aids such as discussions and debates has helped you in organizing classroom discussion.	30	1.9333	1.17248
The use of charts and pictures (as visual aids) has helped you to deliver maximum knowledge in minimum time.	30	2.2667	1.08066
The use of video animation (as visual aid) has helped you to minimize your pedagogical issues in lecturing your content.	30	1.5333	.81931
The evaluation of students' learning is the basic element of teaching. The use of audio-visual aids has helped you to evaluate the learning of your students in effective way.	30	2.0667	.98027
With the use of audio-visual aids, you have been able to increase your learners' listening, speaking, reading and writing skills.	30	1.5000	.73108
Problem solving, critical thinking and giving constructive feedback are also the major concerns of teaching process. The use of audio-visual aids has helped you to solve the problems of your learners, to think critically on your teaching performance, and to give feedback to your learners of their progress.	30	1.8333	.98553

The table shows the statements of the questionnaire which were asked. It also shows that how many teachers took part in it. The mean and standard deviation is taken out for the reliability of the study undertaken.

Data Interpretation

Table 4.2.1 Statement No: 01

		Value	Count	Percent
Standard Attributes	Position	1		
	Label	Visual Aids such as books, power point slides, charts, and pictures are used as teaching/instructional tools by you.		
	Type	Numeric		
	Format	F8.2		
	Measurement	Ordinal		
	Role	Input		
Valid Values	1.00	Strongly agree	16	53.3%
	2.00	Agree	9	30.0%
	3.00	Disagree	1	3.3%
	4.00	Strongly disagree	0	0.0%
	5.00	Do not think so	4	13.3%

The statement of the table 4.2.1, "Visual Aids such as books, power point slides, charts, and pictures are used as teaching/instructional tools by you" aims to identify if the teachers are acknowledged by the use of audio-visual aids. The

results of the table show that 83% teachers are acknowledged that audio-visual aids are used by teachers as teaching tools.

Table 4.2.2 Statement No: 02

		Value	Count	Percent
Standard Attributes	Position	2		
	Label	The use of visual Aids such as books, power point slides, charts, and pictures (as teaching/instructional tools) have helped you in preparation of your lesson plans.		
Valid Values	Type	Numeric		
	Format	F8.2		
	Measurement	Ordinal		
	Role	Input		
	1.00	Strongly agree	14	46.7%
	2.00	Agree	11	36.7%
	3.00	Disagree	1	3.3%
4.00	Strongly disagree	2	6.7%	
5.00	Do not think so	2	6.7%	

The table 4.2.2 is stated as “The use of visual Aids such as books, power point slides, charts, and pictures (as teaching/instructional tools) have helped you in preparation of your lesson plans”. The aim of this statement is to know the impact of visual aids (as teaching tools) in the preparation of lesson plans. The results also show that 83.3% teachers know the use of visual aids in the preparation of lesson plans. It means that they know the pedagogical use of visual aids.

Table 4.2.3 Statement No: 03

		Value	Count	Percent
Standard Attributes	Position	3		
	Label	Visual Aids such as books, power point slides, movie appreciation, charts, and pictures (as teaching/instructional tools) have helped you in delivering the lectures.		
Valid Values	Type	Numeric		
	Format	F8.2		
	Measurement	Ordinal		
	Role	Input		
	1.00	Strongly agree	20	66.7%
	2.00	Agree	10	33.3%
	3.00	Disagree	0	0.0%
4.00	Strongly disagree	0	0.0%	
5.00	Do not think so	0	0.0%	

The statement of the table 4.2.3 is “The use of visual aids such as books, power point slides, movie appreciation, charts, and pictures (as teaching/instructional tools) have helped you in delivering the lectures”. The goal of this statement is to measure the value of “the use of visual aids as a part of pedagogy”. The results show that all the teachers who have participated are known to this pedagogy. It means that teachers do not have any pedagogical issue in using visual aids for their teaching and they are agreed that these tools have helped them in delivering the lectures.

Table 4.2.4
Statement No: 04

	Value	Count	Percent
Standard Attributes Position	4		
Label	The use of Auditory Aids such as discussions and debates in teaching process has helped you to maximize your performance in delivering knowledge.		
Type	Numeric		
Format	F8.2		
Measurement	Ordinal		
Role	Input		
Valid Values	1.00 Strongly agree	14	46.7%
	2.00 Agree	13	43.3%
	3.00 Disagree	2	6.7%
	4.00 Strongly disagree	0	0.0%
	5.00 Do not think so	1	3.3%

The statement of the table 4.2.4 is “The use of auditory aids such as discussions and debates in teaching process has helped you to maximize your performance in delivering knowledge”. The goal of this statement is to measure the value of “the use of audio aids as a part of pedagogy” and their impact in enhancing the performance of teaching. The results show that 90% teachers are well acknowledged by the use of audio aids and they are agreed that these tools have helped them a lot.

Table 4.2.5 Statement No: 05

	Value	Count	Percent
Standard Attributes Position	5		
Label	The use of Auditory Aids such as discussions and debates has helped you in organizing classroom discussion.		
Type	Numeric		
Format	F8.2		
Measurement	Ordinal		
Role	Input		
Valid Values	1.00 Strongly agree	10	33.3%

2.00	Agree	17	56.7%
3.00	Disagree	2	6.7%
4.00	Strongly disagree	1	3.3%
5.00	Do not think so	0	0.0%

The table 4.2.5 is stated as “The use of Auditory Aids such as discussions and debates has helped you in organizing classroom discussion”. The purpose of this statement is to evaluate the impact of audio aids on organizing classroom discussion. The results show that only 10% teachers do not know the pedagogical strategy of using “audio aids (such as discussions and debates)” for solving the misconceptions of their learners. While 90% teachers are agreed that audio aids have helped them in organizing classroom discussions.

Table 4.2.6
Statement No: 06

	Value	Count	Percent
Standard Attributes Position	6		
Label	The use of charts and pictures (as visual aids) has helped you to deliver maximum knowledge in minimum time.		
Type	Numeric		
Format	F8.2	16	53.3%
Measurement	Ordinal		
Role	Input		
1.00	Strongly agree		
2.00	Agree	14	46.7%
Valid Values 3.00	Disagree	0	0.0%
4.00	Strongly disagree	0	0.0%
5.00	Do not think so	0	0.0%

Table 4.2.6 states, “The use of charts and pictures (as visual aids) has helped you to deliver maximum knowledge in minimum time”. The aim of this statement is to measure the pedagogical framework of using charts and pictures. The results show that all the teachers are acknowledged by the use of charts and pictures in order to deliver maximum knowledge in minimum time.

Table 4.2.7 Statement No: 07

	Value	Count	Percent
Standard Attributes Position	7		
Label	The use of video animation (as visual aid) has helped you to minimize your pedagogical issues in lecturing your content.		
Type	Numeric		

	Format	F8.2		
	Measurement	Ordinal		
	Role	Input		
Valid Values	1.00	Strongly agree	16	53.3%
	2.00	Agree	14	46.7%
	3.00	Disagree	0	0.0%
	4.00	Strongly disagree	0	0.0%
	5.00	Do not think so	0	0.0%

The statement of the table 4.2.7 is “The use of video animation (as visual aid) has helped you to minimize your pedagogical issues in lecturing your content”. The aim of this statement is to evaluate the impact of video animation. The results show that almost every teacher is agreed that video animation has helped them to minimize their pedagogical issues of lecturing the content knowledge of their subject.

Table 4.2.8 Statement No: 08

		Value	Count	Percent
Standard Attributes	Position	8		
	Label	The evaluation of students’ learning is the basic element of teaching. The use of audio-visual aids has helped you to evaluate the learning of your students in effective way.		
	Type	Numeric		
	Format	F8.2		
	Measurement	Ordinal		
	Role	Input		
Valid Values	1.00	Strongly agree	10	33.3%
	2.00	Agree	16	53.3%
	3.00	Disagree	2	6.7%
	4.00	Strongly disagree	0	0.0%
	5.00	Do not think so	2	6.7%

The table 4.2.8 states, “The evaluation of students’ learning is the basic element of teaching. The use of audio-visual aids has helped you to evaluate the learning of your students in effective way”. This statement purposes to measure the pedagogical impact of audio-visual aids on the evaluation process of the teachers. The results show that 86% teachers are agreed that audio visual aids have helped them to evaluate learners’ knowledge.

Table 4.2.9 Statement No: 09

		Value	Count	Percent
Standard Attributes	Position	9		
	Label	With the use of audio-visual aids, you have been able to increase your learners’ listening, speaking, reading and writing skills.		

	Type	Numeric		
	Format	F8.2		
	Measurement	Ordinal		
	Role	Input		
Valid Values	1.00	Strongly agree	12	40.0%
	2.00	Agree	14	46.7%
	3.00	Disagree	1	3.3%
	4.00	Strongly disagree	0	0.0%
	5.00	Do not think so	3	10.0%

The table 4.2.9 is stated as “With the use of audio-visual aids, you have been able to increase your learners’listening, speaking, reading and writing skills”. The aim of this statement is to evaluate the impact of audio visual aids in term of increasing learners’ listening, speaking, reading and writing skills. The results show that 86% teachers have taken advantage of audio and visual aids and they are able to help their learners in order to increase LSRW skills.

Table 4.2.10 Statement No: 10

	Value	Count	Percent	
Position	10			
Label	Problem solving, critical thinking and giving constructive feedback are also the major concerns of teaching process. The use of audio-visual aids has helped you to solve the problems of your learners, to think critically on your teaching performance, and to give feedback to your learners of their progress.			
Standard Attributes				
	Type	Numeric		
	Format	F8.2		
	Measurement	Ordinal		
	Role	Input		
Valid Values	1.00	Strongly agree	4	13.3%
	2.00	Agree	21	70.0%
	3.00	Disagree	1	3.3%
	4.00	Strongly disagree	1	3.3%
	5.00	Do not think so	3	10.0%

The statement of the table 4.2.10 is “Problem solving, critical thinking and giving constructive feedback are also the major concerns of teaching process. The use of audio-visual aids has helped you to solve the problems of your learners, to think critically on your teaching performance, and to give feedback to your learners of their progress”. This statement aims to measure the impact of audio visual aids in terms of problem solving, critical thinking and giving feedback. The results show that almost 83% teachers have used audio video aids for these purposes.

Findings of the Study

According to the analyzed data, following findings are measures.

- 83% teachers are acknowledged that visual aids such as books, power point slides, charts, and pictures are used as teaching/instructional tools by them. It means that they are acknowledged by the use of audio- visual aids.
- 83.3% teachers are agreed that they know the use of visual aids such as books, power point slides, charts, and pictures (as teaching/instructional tools) for the preparation effective lesson plans. It means that they know the pedagogical use of visual aids for lesson planning.
- All the teachers know the use of visual aids such as books, power point slides, movie appreciation, charts, and pictures (as teaching/instructional tools). It means that teachers do not have any pedagogical issue in using visual aids for their teaching and they are agreed that these tools have helped them in delivering thelectures.
- 90% teachers are well acknowledged by the use of auditory aids such as discussions and debates in teaching process. It means that these teachers are able to use the above discussed auditory aids and these aids have helped them to maximize their performance in delivering knowledge.
- 90% teachers are agreed that the use of auditory aids such as discussions and debates has helped them in organizing classroom discussion for solving the misconceptions of their learners.
- All the teachers are acknowledged that the use of charts and pictures (as visual aids) has helped them to deliver maximum knowledge in minimum time. It means that these teachers know the pedagogical framework of using charts and pictures.
- All the teachers are agreed that the use of video animation (as visual aid) has helped them to minimize their pedagogical issues in lecturing subject content.
- 86% teachers are agreed that the use of audio-visual aids (as pedagogical instructional tools) has helped them to evaluate the learning of their students in an effective way.
- 86% teachers have taken advantage of audio and visual aids and they are able to help their learners in order to increase LSRW (listening, speaking, reading and writing) skills.
- 83% teachers are agreed that the use of audio-visual aids has helped them to solve the problems of their learners, to increase the teaching efficiency by thinking critically on their teaching performance, and to give feedback to their learners after evaluation process.

Conclusion

From the findings, following conclusive points are drawn from the research;

- Using visual aids (as teaching tools) promotes thought and enhances the learning environment in a classroom.
- Effective use of visual aids alleviates the monotony associated with traditional learning environments.

- When teachers are provided audio-visual aids, their teaching has become effective and their learners have become able to build and expand their personal grasp of the areas of learning.
- Teachers have founded visual aids beneficial and relevant to their profession, especially in making effective lesson plans, in delivering quality book knowledge, in maintaining classroom environment, in making tests for evaluation purposes, and in constructing feedback to learners.
- It is found that audio-visual aids has helped teachers to make their teaching effective collectively in all the disciplines of the teaching profession.
- The usage of audio-visual aids and resources have helped teachers to refocus their perspectives, views, experiences, failures, and successes regarding the activities of their teaching as a whole.

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