

## Using Audio-Visual Aids and Computer-Assisted Language Instruction (CALI) to Overcome Learning Difficulties of Listening in Students of Special

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**Abstract :** Background & Aims: Audio-visual aids and computer-aided language instruction (CALI) have been documented to improve receptive skills, namely listening skills, in normal students. The increased listening has been attributed to the understanding of other interlocutors' speech, but recent experiments have suggested that audio-visual aids and CALI should be tested against the listening of students of special needs to see the effects of the former in the latter. This investigation described the effect of audio-visual aids and CALI on the performance of these students. Methods: Pre-and-posttests were administered to 40 students of special needs of both sexes at al-Malādh school for students of special needs aged between 8 and 18 years old. A comparison was held between this group of students and another similar group (control group). Whereas the former group underwent a listening course using audio-visual aids and CALI, the latter studied the same course with the same speech language therapist (SLT) with the classical method. The outcomes of the two tests for the two groups were qualitatively and quantitatively analyzed. Results: Significant improvement in the performance was found in the first group (treatment group) (posttest= 72.45% vs. pre-test= 25.55%) in comparison to the second (control) (posttest= 25.55% vs. pre-test= 23.72%). In comparison to the males' scores, the scores of females are higher (1487 scores vs. 1411 scores). Suggested results support the necessity of the use of audio-visual aids and CALI in teaching listening at the schools of students of special needs.

**Keywords :** listening, receptive skills, audio-visual aids, CALI, special needs

**Conference Title :** ICAHA 2024 : International Conference on Audiology and Hearing Aids

**Conference Location :** Paris, France

**Conference Dates :** July 18-19, 2024