

Using Audio-Visual Aids and Computer-Assisted Language Instruction to Overcome Learning Difficulties of Vocabulary in Students of Special Needs

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Abstract : Objectives: To assess the effect of using audio-visual aids and computer-assisted/ aided language instruction (CALI) in the performance of students of special needs studying vocabulary course. Methods: The performance of forty students of special needs (males and females) who used audiovisual aids and CALI in their vocabulary course at al-Malādh school for students of special needs was compared to that of another group (control group) of the same number and age (8-18). Again, subjects in the experimental group were given lessons using audio-visual aids and CALI, while those in the control group were given lessons using ordinary educational aids only, although both groups almost shared the same features (class environment, speech language therapist (SLT), etc.). Pre-andposttest was given at the beginning and end of the semester and a qualitative and quantitative analysis followed. Results & conclusions: Results of the present experimental study's pre-and-posttests indicated that the performance of the students in the first group was higher than that of those of the second group (34.27%, 73.82% vs. 33.57%, 34.92%, respectively). Compared with females, males' performance was higher (1515 scores vs. 1438 scores). Such findings suggest that the presence of these audiovisual aids and CALI in the classes of students of special needs, especially if they are studying vocabulary building course is very important due to their usefulness in the improvement of performance of the students of special needs.

Keywords : language components, vocabulary, audio-visual aids, CALI, special needs, students, SLTs

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