

APPLIED LINGUISTIC TRENDS: USE OF AUDIOVISUAL RESOURCES FOR ENGLISH LANGUAGE TEACHING (ELT) IN SECONDARY CLASSES 11–12

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Abstract

The current educational system's primary objective and goal is to enhance the innovative, scientific, and student-centered nature of the teaching-learning process. A wide variety of strategies are employed in the teaching-learning process. These days, more and more people are turning to audiovisual tools, which combine visuals with spoken word to help students learn. Several studies have shown that employing audiovisual tools to educate improves recollection. One of the smartest and most significant stages in educating pupils of various levels and domains is to choose suitable educational medium. Several types of audiovisual aids are used, including overhead projectors (OHP), power point presentations (PPT), white or black board teaching, and flip charts. These medium offers both advantages and disadvantages. There are certain strategies for making them more effective. Audiovisual aids assist in the consolidation of long-term memory of previously taught material. Incorporating a variety of media into lessons at the same time may have numerous positive effects on students.

Keywords: Audio-visual aids; media; teaching methods; ELT; learning.

Introduction

Several approaches have been explored by professionals and educators in the field of English Language Teaching (ELT). Among these, audiovisual aids are increasingly employed to improve the effectiveness, engagement, and impact of the teaching-learning process. A visual aid assists students in understanding concepts more clearly by using diagrams, drawings, and other visual representations (Daniel, 2013). Media, which are instructional tools, convey knowledge, information, and ideas in various forms. These media can be categorized into three groups: visual aids, audiovisuals, and audio resources. Visual aids include tools such as slides, chalkboards, maps, models, posters, and pictures, while audiovisual resources encompass television, videotapes, computers, and films. Audio resources involve tools such as radios, tapes, and language laboratories (Ojowu, 2014).

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Audiovisual aids are particularly effective in enhancing the teaching and learning process. The term "audio" refers to hearing, while "visual" relates to what is seen. Together, these tools engage multiple senses, making learning more interactive and impactful (Mamun & Abdullah, 2014). The integration of audiovisual aids has been shown to provide numerous benefits, including increased student interest, motivation, and retention of information (Waad & Younus, 2022). Moreover, these tools allow students to experience abstract concepts in a more tangible and understandable way, fostering better comprehension and academic performance (Khan et al., 2020).

Research has demonstrated that audiovisual aids significantly enhance English language instruction at various educational levels. Studies conducted at the primary and secondary levels have found that these tools improve student performance and make the learning experience more engaging and effective (Singh et al., 2021). Audiovisual aids offer direct sensory experiences, which help students grasp abstract concepts more easily (Sofi, 2017). At the tertiary level, audiovisual tools have been found to support the development of language skills for both teachers and learners (Mamun & Abdullah, 2014).

In conclusion, the use of audiovisual aids has been widely recognized as an effective means to enhance the teaching-learning process across different educational contexts. These tools not only improve the clarity of instruction but also significantly impact student motivation, engagement, and academic success. So, any such tools that attempt to make information plain to us via our senses are referred to as audiovisual aids. Using audiovisual aids has several benefits, including:

1. capturing audience attention,
2. keeping their interest,
3. efficiently communicating with a large audience,
4. providing a more clear, illustrative, and elaborate explanation of facts, ideas, and processes,
5. making it easier to remember what has been learnt,
6. presenting information in an organised and systematic way, and
7. boosting the presenter's confidence and enthusiasm.

Learning memory depends on several types of presentations. This study found that visual and verbal teaching methods, such as audiovisual and participative, are connected with improved memory in participants. As a result, audiovisual and participative teaching approaches would outperform all other methods.⁷ Criteria for choosing acceptable instructional medium. As previously said, there are several audiovisual aids available; nevertheless, the presenter or instructor must pick those that best complement the presentation. So, before selecting media, consider the following things (Persico 2006).

1. Media feasibility.
2. Audience demographics
3. Material accessibility
4. Audience attitudes and beliefs regarding media and methods.

Research Purpose

The primary goal of the research was to investigate instructors' and students' views about the usage of audiovisual resources in EFL courses.

Research Questions

What is the perspective of EFL instructors in Nepalese EFL classrooms regarding audio-visual materials?

What is the perspective of EFL instructors in Nepal on the use of current technologies in ELT?

Literature Review

In the classroom, English is taught as a foreign language, and it is rarely encountered outside of it. Research suggests that early language acquisition may lead to increased fluency and effectiveness (Curtain & Dahlberg, 2010, p. 428). Not many schools use the opportunity to teach English to students in grades kindergarten through four, even though the Ministry of Education has given the green light to do so. Furthermore, the manner in which English is taught to young students is critical. Teachers must consider children's cognitive growth and abilities at their age (3-5). In his article from 2005, Linse makes the observation that "teachers of young learners have two jobs: to provide care and to provide instruction." To provide effective teaching, educational experiences should be tailored to each child's developmental stage.

Ur (1991) argues that teachers' abilities to effectively explain new ideas to their students may have a significant impact on the success or failure of a session. This is because teachers typically need to provide specific descriptions or definitions of concepts or processes when presenting new material. (p. 16)

Clear instructions are crucial for successful learning outcomes. This action study focusses on a particular method of instructing younger EFL learners. Ur (1991) defines instructions as "the directions given to introduce a learning task that requires some measure of independent student activity" (p. 16). Nunan (1991) emphasises that "teacher talk is central in the language class for classroom organisation and for the process of acquisition" (p. 189), given that instructions are provided by the teacher. Language learning requires clear input and directions (Linse, 2005; Liruso & Villanueva de Debat, 2003). Instructions should be clear, concise, and diversified (Linse, 2005; Nunan, 2010), including visual aids, concept checking questions, and pre-task demonstrations. This study's use of audiovisual elements aligned with existing literature. Audiovisual resources give clear instructions, pre-task demos, and crucial terminology.

Given that many younger learners lack literacy abilities (Pinter, 2006), effective teaching and task demonstration may enhance language learning outcomes. According to Dörnyei (quoted in Ellis, 2002), assignments should be presented in a motivating manner for pupils. According to Ellis (2002), encouraging students to watch a model of a task

might help them focus their attention. According to Coffey (2013), modelling happens when a teacher shows an activity for pupils to undertake independently. According to Haston (2007), teacher modelling for student imitation may be effective when utilised effectively (p. 26). Teachers should use visual, aural, kinaesthetic, and tactile methods to demonstrate key parts of a task (Intel Corporation, 2012). Providing learners with extra input during modelling enhances their comprehension of instructions. Prioritising student attention is crucial before beginning a task (Musthafa, 2010; Ur, 1991).

Modelling should be used into classroom routines, particularly for younger learners to foster familiarity. According to Kang Shin (2006), young learners thrive in regulated environments where they may repeat routines and activities. Basic procedures in the classroom might assist to manage young students.

An audiovisual materials-based teaching strategy may improve EFL young learners' understanding of instructions (p. 5). Furthermore, Touhill (2012) argues that "all children need a measure of routine and predictability in their day [for] it provides a significant sense of certainty and security" (p. 1).

When using visual aids, it's crucial to consider the learning styles of young students. Scrivener (2011) explains that some individuals learn better via visuals, while others prefer tactile experiences (p. 85). According to Nunan (2010) and Pinter (2006), the primary learning style of younger learners is visual, as described by Silverman (2005). According to Silverman (2005), visual learners, sometimes referred to as visual-spatial learners, have a strong visual sense. As noted by Hindal (2014), "through the visual learning system, the learner recognises objects, distinguishes sizes and shapes, perceives depth, notes colour, and uses visual-spatial awareness to estimate where he is" (p. 557; emphasis added). Visual learners, such as these younger learners, find it easier to recognise and correlate images with crucial language due to their visual nature.

In addition, younger students nowadays may belong to the group that has 60% visual or visual-kinesthetic learners (Jukes et al., 2010). Similarly, Kričelić and Skledar Matijević (2015) assert that "modern students reside in a world that is predominantly visual, characterised by an abundance of digital stimuli, technology, and media" (p. 110).

As a result, it makes sense for instructors to include a variety of visual elements into their courses.

Younger learners who do not comprehend English as well as their mother language may have challenges in the classroom.

The exposure of these learners to audiovisual materials, which are more realistic, will result in improved learning from them. According to Ciara (2016), audiovisual tools appeal to both visual and aural learning styles. However, they must be utilised cautiously in the classroom.

Aids must fulfil the classroom and curricular goals. As Daniel (2013) notes, audiovisual aids:

1. Assist in avoiding excessive, vacuous, and pointless verbalisation when teaching

2. English. Assist students in developing clear, correct English ideas.
3. Make teaching and learning more effective.
4. Add variation to your teaching.
5. Provide interest and inspiration.
6. Clarify the issue.
7. Conserve time and energy. (p. 3811)

Research Methods

The research paradigm, which is impacted by the study goal and questions, is a collection of assumptions and worldviews that shape the researcher's actions. Based on my research objective and questions, I employed the interpretive research paradigm and a case study research technique for the study. Interpretivism posits that different individuals have distinct views and see social reality from various angles. Interpretive research is non-statistical and focusses on subjective perceptions, personal constructs, negotiated meanings, and situational definitions. Interpretive scholars believe in the truth of people's subjective experiences with the world, and the ontology is therefore socially created. To investigate instructors' opinions regarding teacher-directed and student-directed translanguaging methods in Nepalese EFL classrooms, a case study, a qualitative research approach, was employed in this study.

Research Participants

The participants were two secondary-level English instructors from Parshuram Municipality. Model schools, which are recognised by the Ministry of Education for their quality education and well-equipped infrastructure, are defined as schools that are well-resourced and performing. They were specifically selected based on factors relevant to the current study's objectives. The criterion used to choose the participants were EFL instructors who had direct expertise with ICT and were willing to contribute their own opinions and experiences using multimedia in their EFL lesson. Three participants had less than 10 years of teaching experience, while one senior instructor had been teaching English for almost ten years. All participants spoke at least four languages, including English, Hindi, Nepali, and their own indigenous language, such as *Doteli*, with varying ability.

Research Instruments

Data was collected using three methods: observation, questionnaires, and interviews. The observations were carried out four times: once for each participant's class. The surveys were divided into two portions and included both closed-ended and open-ended questions. The first component was meant to expose teachers' identities, linguistic backgrounds, and language competency, whilst the second half was primarily geared to study instructors' views regarding the use of audiovisual materials in ELT in the context of classes 11 and 12.

In the second segment, open-ended questions were used to elicit more explanations of participants' sentiments, beliefs, and intentions towards audio-visual resources, as guided by both instructors and students. Finally, four individuals took part in semi-structured interviews to check what they had indicated in the questionnaires and to elicit further information.

Research Procedures

First, the participants were watched once during their EFL lesson. The researcher then concentrated as a passive observer on monitoring, documenting, and noting the whole teaching and learning process, particularly during classroom language practice. Following that, the instructor participants were required to complete the previously specified questionnaires and undergo oral interviews.

The researcher used interview guidelines based on the completed questionnaires to allow participants to communicate their experiences without regard for the researcher's viewpoints or previous study results. The interview time and location were chosen to be convenient for both the researcher and the participants. The interview was recorded, transcribed, and analysed.

Data analysis

The data gathered from classroom observations, questionnaires, and interviews were analysed and organised into the following activities: (1) data condensation, (2) data presentation, and (3) conclusion drawing/verification. During the first activity, keywords and phrase analysis were used to classify participants' attitudes as positive or negative based on verbal expressions of emotions (affect), beliefs (cognition), and intentions. A phrase or argument that did not include a positive or negative evaluative word was classified as mixed. The findings of the study were presented in tables that included data analysis from surveys and interview transcriptions of the four instructors.

Results and Discussion

Teachers' attitudes about teacher-directed instruction. Table 1 depicts the instructors' attitudes regarding teacher-directed audio-visual tools for instruction.

Table 1

Teachers' Attitude Towards Teacher- oriented teaching

Respondents	Affect (Feeling / Emotion)	Cognition (Belief / Knowledge)	Conation (Intention / Behavior)
T1	Mixed	Positive	Positive
T2	Positive	Positive	Positive
T3	Negative	Positive	Positive
T4	Negative	Positive	Mixed

Most instructors have a good attitude towards teacher-directed audio-visual instruction, as shown by the eight positive remarks included in the table. There are also two bad remarks, and two additional comments are mixed.

Affect

Each participant has a varied reaction to the teacher-directed audio-visual elements utilised in instruction. Teacher 1 has conflicting feelings. Teacher 1 describes the teacher's usage of Nepalese and Doteli as typical rather than identifying specific feelings that might be classified as good or unpleasant. "I believe that is reasonable given the pupils' class. In class Xi, I used Nepali and Doteli more often, but in grades Xii and upwards, it has steadily decreased as pupils have gotten more conversant with English."

Unlike Teacher 1, Teacher 2 has a more optimistic outlook. She confesses that she is comfortable using languages other than English in class. "Using Nepali or Doteli in addition to English makes teaching more engaging and exciting. Most of the pupils in my class attended government elementary schools and had a weak command of English. Even if they are in grade Xi now, I believe I still need to utilise Nepali and Doteli to ensure that everyone understands the material." Teacher 2 believes that integrating Nepali and Doteli, as well as English, in her EFL lessons helps her meet the requirements of students with diverse linguistic backgrounds and English ability.

Discussion

Results indicate minor improvements, even in some sessions. Touhill (2012) suggests that familiar activities may offer participants with a feeling of confidence and assurance, leading to improved performance. These results were achieved when learners were exposed to videos, which were more appealing and engaging. Students accurately followed instructions, possibly due to clearer instructions provided through audiovisual materials. The technique improved learners' ability to follow instructions and speed, indicating a beneficial impact on performance. Gemalli Ulloa Salazar & Claudio Díaz Larenas Furthermore, this method got ingrained in the teachings. Learners took their time becoming comfortable with the method at first, but by the end of the session, they understood exactly what they needed to do for each activity. According to Krashen (1982) and Martínez Rincón (2014), learners who feel calm and confident in their English classes are more likely to study and acquire the language. According to the Likert scale results, learners saw this teaching technique as favourable to the quality of their own projects as well as those of their peers. Unnan (2010) says that kids this age worry more about themselves than anyone else. However, when asked about their peers and their work, most of them were able to give an answer. They seemed to be aware of not just their own work and how it had improved as a result of the usage of audiovisual resources, but also that of their classmates. It follows that participants likely considered this method to be beneficial for their personal learning as well as for the teachings. Regarding the students' various learning and working rhythms, it can be stated that the technique enabled them to work

equally, with no major disparities in performance. The six sessions included a wide range of instructional tools designed to meet the needs of students with varying learning styles. This technique addressed the variety of these children by providing instructional assistance. As Nunan (2010) points out, variety may be a strength: "if you can draw on diversity, then your teaching, and the consequent learning opportunities of the students, will be all the richer" (p. 11). If we desire an inclusive classroom, we must prepare and teach while considering all of our kids' needs, which will ultimately lead to more meaningful learning.

Conclusions

This study aimed to explore secondary-level English instructors' attitudes towards the use of audiovisual aids in English as a Foreign Language (EFL) classrooms in Parshuram Municipality. Based on the findings, it can be concluded that the overall attitude of the participants toward teacher-directed audiovisual instruction is generally positive. Cognitive responses were overwhelmingly favorable, with all instructors recognizing the pedagogical benefits of using audiovisual tools to enhance student engagement, comprehension, and retention. The positive belief in the value of audiovisual resources suggests that instructors acknowledge their role in facilitating effective teaching and learning, particularly in linguistically diverse classrooms.

In terms of affect, the emotional responses were more mixed. While some instructors expressed positive feelings, particularly regarding the use of local languages (such as Nepali and *Doteli*) alongside English, others showed hesitance or negative emotions toward the challenges of using multimedia in a multilingual classroom setting. This variation in emotional response indicates that while instructors see the value in audiovisual aids, their emotional comfort levels in using them are influenced by factors such as language proficiency and student needs.

Regarding conation, or behavioral intentions, most instructors indicated a willingness to continue incorporating audiovisual tools into their lessons, reflecting their belief in its effectiveness. However, one participant exhibited a mixed response, suggesting that while the intention to use such tools exists, there are situational factors that may hinder full integration.

In conclusion, while the cognitive and behavioral attitudes of the instructors towards audiovisual aids are largely positive, their affective responses show that more support or training may be necessary to help educators feel more confident and comfortable in utilizing these tools in a linguistically complex classroom. Future research could further explore the factors influencing these affective responses and develop strategies to better support instructors in implementing audiovisual aids effectively.

Limitations of the Study and Future Studies

Because this is a context-specific action research study, the findings cannot be generalised. It is the reader's responsibility to choose the discoveries that will contribute

to his or her particular educational setting. Finally, kids with special needs should be kept in mind, since there was no assessment in this research to determine whether or not the method benefited this group of pupils. Further research might be undertaken on particular situations to examine how learners with special needs perform and react to this method. It would also be beneficial to do this research with a group of psychologists and special education instructors.

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