

Effectiveness of Audio-visual Aids in Language Teaching in Tertiary Level

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Abstract

In the era of modern language teaching, a new dimension has been added in the existing methods and techniques. With the development of technology, new innovations are being brought up in language teaching. Nowadays, language teachers are using different audio-visual aids to facilitate the teaching process. Along with text books, language teachers are likely to use related pictures, audio clips, videos, power point slides, posters and so on in language classrooms. The purpose of this study is to investigate the benefits that the language teachers as well as the learners get in using audio-visual aids in teaching English language. A qualitative method has been followed to collect the data of this research. It has been found that the use of audio-visual aids assists both the teacher and the learners in teaching and learning language skills. This research provides guidelines for the novice teachers on effective use of audio-visuals aids in language teaching.

Declaration

I declare that the Dissertation titled “Effectiveness of Audio-visual Aids in Language Teaching in Tertiary Level” is submitted to the BRAC Institute of Languages (BIL), BRAC University in partial fulfillment of the degree MA in TESOL. This paper is the result of my personal investigation; it has not been presented and submitted wholly or in part for any other degree. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due reference is made.

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Table of Contents

Keywords	i
Abstract	ii
Declaration.....	iii
Acknowledgement	iv
Table of Content	v
CHAPTER 1: INTRODUCTION	1
1.1 Background and Context.....	1
1.2 Purposes	2
1.3 Significance of the study	2
1.4 Scope and Definition	3
1.5 Research Outline	3
CHAPTER 2: LITERATURE REVIEW.....	5
2.1 Theoretical and methodological aspects of using audio-visual aids in language teaching... 5	
2.1.1 Audio-visual aids in CLT.....	5
2.1.2 Use of visual aids in the Direct Method.....	6
2.1.3 The Silent way and use of visual aids	6
2.1.4 Suggestopedia and audio-visual materials in language teaching.....	7
2.2 Use of audio-visual aids in EFL classroom.....	8
2.3 Use of technology in language teaching.....	8
2.4 PowerPoint as a visual material	9

2.5 PowerPoint to facilitate presentation skill	9
2.6 Using video as audio-visual aids	10
2.7 Using picture in EFL classroom.....	11
2.8 Using songs in teaching language.....	12
2.9 Songs in Designing Activity.....	13
2.10 Audio-visual aids in making the class dynamic	13
2.11 Language laboratory in teaching language	14
2.12 Benefits of using visual aids in teaching reading.....	15
2.13 Usefulness of visual aids in teaching speaking.....	15
2.14 Visual aids in facilitating writing.....	17
2.15 Use of audio and video in teaching listening.....	17
2.16 Planning for teaching listening.....	18
2.17 Teaching vocabulary through visual aids.....	19
2.18 Challenges of using audio visual materials in class.....	19
2.19 Summary and Implication	20
CHAPTER 3: RESEARCH DESIGN.....	22
3.1 Research Methods.....	22
3.2 Research Questions.....	22

3.3 Participants.....	23
3.4 Instruments.....	23
3.5 Procedure and Timeline	23
3.6 Analyses	24
3.7 Limitations.....	24
CHAPTER4: FINDINGS AND DATA ANALYSIS	25
4.1 Findings from the class observations.....	25
4.1.1 Common audio-visual aids in teaching English.....	25
4.1.2 Audio visual aids in achieving the objectives of the lesson.....	26
4.1.2.1. Case Study-1.....	26
4.1.2.2 Case Study-2.....	26
4.1.3 Audio-visual aids to facilitate discussion.....	27
4.1.4 Audio-visual aids in facilitating language skills.....	28
4.1.5 Activities based on audio-visual aids	29
4.1.6 Audio-visual aids in assisting the teachers.....	29
4.1.7 Students’ reaction on the use of Audio-visual aids in language class.....	30
4.2 Findings from the teacher interview.....	30
4.2.1 Mostly used audio-visual aids in classroom.....	30

4.2.2 Reasons of using additional audio-visual aids in teaching language.....	31
4.2.3 Audio-visual aids in facilitating language skills.....	32
4.2.4 Relating the audio-visual materials with the lesson.....	33
4.2.5 Selection of audio-visual aids for language class	34
4.2.6 Challenges while using audio-visual aids.....	34
4.2.7 Overcoming unexpected situation while using audio-visual aids in classroom.....	35
4.3 Findings from the students’ focus group discussion.....	35
4.3. 1 Common audio/visual materials used by their teachers	35
4.3.2 Audio-visual aids assist in language learning.....	36
4.3.3 Visuals aids in facilitating speaking.....	36
4.3. 4 Audio materials to advance listening skill.....	37
4.3.5 Visual aids (pictures, graphs etc.) in motivating reading.....	38
4.3.6 Audio-visual aids in facilitating writing.....	39
4.3.7 Use of Audio-visuals to make the class interesting.....	39
4.3.8 Common problems faced by the students when teachers use audio-visual aids.....	40
CHAPTER 5: DISCUSSION AND CONCLUSION.....	41
References.....	46

Appendix-1: Class observation checklist..... 50

Appendix-2: Questionnaire for teachers' interview..... 51

Appendix-3: Questionnaire for students' focus group discussion..... 52

Chapter 1

Introduction

In this chapter, firstly the background, context and purpose of this research have been discussed. Then, the scope and significance of this research has been discussed. Finally, the outline of the remaining chapters is given.

1.1 Background and Context

In the modern era of language teaching, different innovations are brought in the field of ELT to come out from the traditional teaching approaches. Nowadays, trend is more toward communicative language teaching than traditional grammar teaching. Whereas, in the previous time, learning a new language meant learning to read the literature of that language, now the necessity of learning a new language has become a communicative need. People learn another language after their mother tongue for maintaining communication with the people of other community speaking a different language. As a result, language is learnt as a means of communication, not as a subject. That is why with the changed necessity of learning language, the teaching methods and approaches have also been adapted. Language teachers are trying to bring new innovations in their teaching to make their language teaching effective. Teaching language is not an easy task and it needs to be interesting enough to remove the anxiety of the learners. For this reason, language teachers tend to adapt different techniques to teach language more effectively and more interestingly. With the rapid growth and availability of technology, language teachers are incorporating different additional aids along with the text books to teach language. Different electronic boards, overhead transparency, multimedia projector, computer, audio and video equipment are making the language teachers' task easier and dynamic.

Language teachers are using these audio-visual materials to deliver their lectures and teach the target language to the learners making the class interesting and contextualized. However, the question is, does the use of audio-visual aids in classroom ensure effective language teaching and learning? Is it always helpful for the language teachers and learners? The increasing use of audio-visual aids in language teaching has made the researchers dwell on the issues and subsequently, on this research.

1.2 Purposes

This research aims to focus on the queries as to how language class can be dynamic and effective with the use of audio video materials. This research investigates how the language teachers, as well as learners, are benefitted from the audio-visual aids in language teaching and learning. This research gives a clear view of the reason of using audio-visual aids in language teaching and its advantages from both teachers' and learners' perspectives.

1.3 Significance of the study

Although, the use of audio-visual aids in language teaching has become a common fashion for the language teachers, many of them might not be well aware of the effectiveness of these. However, this paper will give an insight to the language teachers of using audio-visual aids in facilitating language skills of the learners. It is expected that the findings of the study will help the language teachers to know better about the effectiveness of using audio-visual aids in the classroom. As a result, this study will be a future guideline for the English language teachers regarding the issue.

1.4 Scope and Definition

Use of audio-visual aids in teaching different language skills is becoming popular nowadays among the language teachers. It is believed that audio-visuals help the teachers to make the classroom interesting and enjoyable. It is generally said that students like the language class when teachers use different audio-visual materials because it motivates them to pay more attention in the class and they can relate their learning with their real life (Çakir, 2006, pp.67). As a result, the use of audio-visual aids seems to be benefited for both the teachers and the learners. This study shows how the audio-visual aids facilitate language teachers and learners, which audio-visuals facilitate which language skills best, how classroom becomes dynamic because of audio-visual aids and so on.

In this paper, the most frequently used terms are audio materials and visual aids. Here, audio materials refer to the texts that can be heard and that is recorded in tape or CD. Any recorded dialogue, speech, song, music can be audio materials for language classroom. On the other hand, visuals are the materials those can be seen like pictures, poster, graphics, videos, charts, flash cards etc. (Asokhia, 2009, p. 81).

1.5 Research Outline

The research consists of the following chapters:

Chapter One gives an overview of the thesis along with background and context of the thesis, purposes of doing the research, significance and scopes of the research.

Chapter Two contains the relevant literature review and the significance and findings of the researches done on the similar topics. It shows how other researchers found audio-visual aids significant for teaching and learning language in their studies.

Chapter Three discusses about the research design along with the methodology followed to collect data for this study, instruments used to collect data, participants of the study and the limitation of this research.

Chapter Four shows the procedure of analyzing data and findings of the study. It presents the responses of the participants about the issues of the research.

Chapter Five provides the discussion on the result of the study that was analyzed in *Chapter Four*. It gives an in-depth and detailed idea about the effectiveness of audio-visual aids in teaching and learning language. It also contains some important issues about using audio-visuials in teaching language which can work as guideline for the novice language teachers. Moreover, it summarizes the overall results and concludes the paper.

Chapter-2

Literature Review

This chapter discusses about the issues from different other researches that are very closely related to the focus of this study. Firstly, it gives a theoretical overview of improvising audio-visuals in language teaching and learning. That means how different language teaching and learning theories view the use of audio-visuals in language teaching. Then, there is discussion about using different audio-visual materials in EFL classroom like PowerPoint slides, audio file, videos, songs, picture etc. Then, it talks about how different language skills are facilitated by using different audio-visuals. Finally, this chapter explores some of the challenges of using audio-visual materials in teaching language.

2.1 Theoretical and methodological aspects of using audio-visual aids in language teaching

Different language teaching-learning theories and methods support the concept of using additional audio-visual aids in language teaching. In those theories the details guidelines of using audio-visual aids in language teaching and their relation with the development of language skills are discussed.

2.1.1 Audio-visual aids in CLT

Communicative Language Teaching (CLT) is one of the popular language teaching approaches in the recent time. It was introduced in the early 1980s which aimed the practical use of language in everyday communication. In this approach, the use of authentic materials is highly emphasized. Teachers are encouraged to use different audio-visual aids in a CLT classroom. As the materials are mostly authentic, there are wide ranges of use of the pictures and videos in the

classroom to make the class interesting and authentic. Usually, the class activities are based on the activities that are related to real communication. As a result, the learners are shown different visual aids like map for giving direction, picture for describing any place or person and so on (Freeman, 2000, p. 121).

2.1.2 Use of visual aids in the Direct Method

The Direct Method is one of the language teaching methods which emphasizes on the complete use of the target language. In this method, teachers do not use any L1 in the classroom. The instruction and other activities are given using the target language. Even though any student cannot understand anything, teachers do not use L1; rather they demonstrate and show something to make them understand. As a result, teachers use different visual aids like picture and posters in the classroom. For example, if teachers want to teach how to give direction to the students, they can use a map to make their work easier. As they cannot use the L1 to explain something, using visual aids is the best option for them. Also, it helps the learners to have clear idea about the subject matter through those visual materials (Freeman, 2000, pp-23-28).

2.1.3 The Silent way and use of visual aids

In the Early 1970s a new language teaching method emerged named 'The Silent Way' based on the Cognitive Approach. The Principles of this method was that, learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned, learning is facilitated by accompanying physical objects and problem solving involving the materials to be learned. In this method, there is use of visual aids to facilitate the teaching. Teachers use sound-color chart and color rod to teach the target language. Here every color represents a sound. Teacher points a color in the color chart and the students utter the sound that is represented by

the color itself. Thus the visual aids are incorporated with the method in teaching sounds (Richards & Rodgers, 1986, pp. 81-83).

2.1.4 Suggestopedia and audio-visual materials in language teaching

Suggestopedia is a language teaching method developed by a Bulgarian psychiatrist-educator Georgi Lozanov. This method of language teaching highly supports the use of audio-visual aids in teaching language. The most conspicuous characteristics of Suggestopedia are the decoration, furniture and arrangement of the classroom, the use of music and the authoritative behavior of the teacher (Richards & Rodgers, 1986, p. 100). Usually, the classroom in Suggestopedia is arranged with different colorful posters so that there is a relaxing learning environment for the learners. The main purpose of this type of classroom arrangement is to remove the anxiety of the learners and ensure a friendly and comfortable classroom setting. It is generally believed if the learners are free of anxiety and are comfortable, it becomes easier for them to learn a new language. Besides, different smooth music are used in the classroom to make the learners relaxed and more attentive in the learning process. The classroom setting is arranged in a way so that it creates an image of target language settings. Freeman (2000) noted,

The challenge for the teacher is to create a classroom environment which is bright and cheerful. This was accomplished in the classroom we visited where the walls were decorated with scenes from the country where the target language is spoken. These conditions are not always possible. However, the teacher should try to provide as positive an environment as possible (p.84).

2.2 Use of audio-visual aids in EFL classroom

Although, the use of audio-visual aids in language teaching has become a common trend of the ELT practitioner, there is not sufficient study on this issue, especially in the Bangladeshi context. However, any study on this subject can be a good source of secondary data for this study. Mathew & Alidmat (2013) conducted a study on the usefulness of audio-visual aids in ELT in Saudi Arabia context. According to the authors, “Teaching and learning becomes monotonous when the language teachers are compelled to rely on the text books as the only source of language input” (p.88). In their study, they explored how the use of audio visual aids helps the language teacher in EFL classroom at undergraduate level. They found that the result of their study indicates that using audio-visual aids in language teaching is helpful for both the teachers and the students. Both the parties claimed that it makes the class interesting and effective (pp.89-90).

2.3 Use of technology in language teaching

Science has contributed a lot in the field of technology which has made our life easier and comfortable. In every sphere of life, the dramatic revolution of technologies has been influential. The field of education and training is not out of this. Now-a-days, teachers are using different technologies in their classes to make it different and effective from the traditional ones. The recent emergence of Computer Assisted Language Learning (CALL) in the field of ELT has spread the use of technologies in language teaching. Now teachers of ELT are well aware of the trend of incorporating ICT in language teaching in diverse ways. Due to the availability of computers and multimedia projectors, it has become easier for the language teachers to bring innovation in language teaching. Moreover, distant learning and E-learning have become popular

in the recent time due to the effective use of technology in language teaching. As a result, different online courses are conducted by different ELT organizations. Learners can attend different virtual courses using technologies. Even, BBC is providing opportunities for the mobile phone users to learn English in Bangladesh. As a result, the scope of language learning has reached to the remote places of the country.

2.4 PowerPoint as a visual material

In the modern teaching system, another essential aid for the teachers is PowerPoint slides. PowerPoint slides have become popular among the teachers from all the disciplines. This tool has made teaching more dynamic with attractive presentations and audio-visualized equipment. Ozaslan & Maden (2013) conducted a relevant study where they found that students learn better if materials are presented through some visual tools. Teachers also believed that PowerPoint makes the content more appealing which draw the attention of the students easily (p.42).

On the other hand, some people think that PowerPoint slides are not always helpful for teaching. It may draw a border between the presenter and the audience as the presenter concentrates more on the slides than the audiences. According to Norvig (2003), “PowerPoint makes it harder to have an open exchange between presenter and audience, to convey ideas that do not neatly fit into outline format” (as cited in Craig & Amernic, 2006. p. 157). However, Corbeil (2007) in his study found that students like PowerPoint for their brightness, liveliness, clarity and interactivity. It helps the learners to understand better as they can see the visual with examples (p. 645).

2.5 PowerPoint to facilitate presentation skill

Presentation skill is one of the important skills in the recent time as the purpose of learning English is to maintain effective communication. However, speaking the target language in front

of others is not that much easy. It is always a difficult task for every person to give presentation. But if the speakers have some aids in front of them, it becomes easier for them to deliver the speech. Use of PowerPoint in presentation has become popular in the recent time. Availability of multimedia projectors and computers has made the task easier for the teachers of using PowerPoint slides in their lecture (Mutar, 2009. P.3). Using PowerPoint slides, the presenter can keep the main points in bullet point that he/she wants to deliver. It gives the presenter confidence and he/she can recover his/her nervousness. It helps the presenters to organize the speech in better ways and make the presentation lively by using different colorful visuals and examples. It also helps the audience to pay attention in the presentation as they have something visuals in front of them. Moreover, PowerPoint presentation has become popular among the language teachers as well. This has made them organized presenters with a lot of variation and visualization. Teachers can present the teaching materials visually in the class using PowerPoint presentation. Besides, they can give some example with colorful image or video using the PowerPoint slides. As a result, the class becomes interesting to the learners and they are motivated and highly engaged in the class activities (Subathra, 2012. P. 49).

2.6 Using video as audio-visual aids

The use of video in teaching English as a foreign language (EFL) classroom has become a common practice for the ELT practitioners. Nowadays, internet facilities and availability of different technology have made the task of the language teachers easier. Teachers can download different videos appropriate for the learners from internet. As there are thousands of readymade videos designed for language teaching, teachers can easily choose according to their needs (Ozkan, 2002. p. 37). Videos can facilitate language teaching in diverse ways. It makes the classroom interesting removing the monotony of the learners. Moreover, it helps the learners to

generate ideas for discussion. It makes the class more interactive and effective. Çakir (2006) reported that use of video in language teaching ensures authentic language input to the learners. Moreover, using content related videos helps the learners to conceptualize the ideas and get in depth thought on that topic. Besides, learners can concentrate on the use of contextual language in the videos along with non-verbal features of language that helps them to have better understanding of the target language use (p. 67).

Cunning (2001) discussed the usefulness of using videos in language teaching stating that video provides stimuli to the learners which facilitates an opportunity to the learners to get a background schemata of the subject. Also the use of videos helps the learners to have an idea of the stress and rhythm pattern of the target language. Moreover, it allows the learners to predict, infer and analyze information of the subject matter (as cited in Koksal, 2004. P. 63). Moreover, watching a video, learners have the opportunities of experiencing dynamics of language communication. As Secules, Herron, & Tomasello (1992) stated, “Video offers language learners opportunities to see the dynamics of communication, and because such materials are widely available, it may offer a better and feasible option for listening comprehension (as cited in Long & Doughty, 2009).

2.7 Using picture in EFL classroom

Use of picture in language teaching has become a common phenomenon at present. Pictures are effective additional aids in an EFL classroom. Using different relevant pictures in classrooms makes the class interesting and interactive. It helps the teachers to visualize the content of the classroom. Also, it makes the learners more attentive and engaged in tasks. When pictures are used to introduce any topic to the learners, it becomes more real and contextualized. Learners get an overview of the lesson and can generate ideas better. It improves the learner comprehension

ability. Use of audio-visual materials makes the learning more long-lasting than the use of traditional textbooks (Craig & Amernic, 2006. pp. 152-153). The advantages of using pictures are many. First of all, pictures are very available in online. Secondly, almost all types of pictures do exist in Google. Anyone can find any picture suitable for his/her class and learners. A picture can express thousand words which is more effective than giving only verbal lecture.

2.8 Using songs in teaching language

As different audio-visual aids are used in language teaching in the recent time, songs are also useful to provide language input to the learners. Music helps to create a relaxing environment which is very important to lower the anxiety level of the learners. Since anxiety works as a barrier of learning a new language to ensure the maximum learning condition, this should be lessened. One of the popular language teaching theories Suggestopedia also supports this idea of using music in teaching language. In Suggestopedia, relaxing music is played at the beginning of the class to remove the anxiety of the learners and make them attentive to the class. Freeman (2000) explained the settings of a Suggestopedia classroom stating,

The teacher puts on some music. It is Mozart's Violin Concerto in A. After a couple of minutes in a quiet voice, she begins to read the text. Her reading appears to me molded by the music as she varies her intonation and keeps rhythm with it. The students follow along with the voice of the teacher, who allows them enough time to silently read the translation of the dialogue in their native language. They are encouraged to highlight and take notes during the session. The teacher pauses from time to time to allow the students to listen to the music, and for two or three minutes at a time, the whole group stands and repeats after the teacher, joining their voices to the music (p. 75).

Thus, music is incorporated with the language teaching in Suggestopedia. It is considered that songs are useful for making the learners comfortable in speaking and evoking positive emotions. Moreover, Freeman (2000) pointed out that “music reinforces the linguistic material. It is desirable that students achieve a state of 'infantilization' so that they will be more open to learning. If they trust the teacher, they will reach this state more easily" (p. 80).

2.9 Songs in Designing Activity

In designing activities in a language class, songs can be very useful to the teachers. Songs can be used in teaching almost all the language skills. However, especially in listening activities, songs are good resources for the language teachers. Songs help teachers to provide language input to the learners based on which they can design different activities. As songs can draw the attention of the students easily, learners are more attentive and engaged in the task than any other materials. Through songs, learners are provided a wide range of vocabulary and language exposure. As a result, it becomes easier for the teachers to develop different activities like fill in the blank, multiple choice, short notes questions to check the learners' understanding of the songs. It is an effective way of testing listening skill of the learners. Songs are also interesting to the learners as they find it as learning through fun. Moreover, songs can be used in the pre-task of a speaking class. Learners can be asked to share their understanding of the theme of the song in the class after they listen to it. They can reflect on the song played in the class. Thus songs can be good way of motivating the learners in speaking as well (Rosova, 2007. pp. 47-49).

2.10 Audio-visual aids in making the class dynamic

Audio-visual aids help the teachers to bring a significant change in the class environment as well as in the teaching process. By using audio-visual aids in the class, teachers can present a topic

both verbally and visually which is very helpful for the learners to pay more attention in the lesson. They can make a correlation between the verbal and non-verbal as well as abstract and concrete issues. There are some abstract things in language which is difficult to explain verbally. The subject matter may not be clear to the learners and they may struggle to catch what the teacher is going to mean. However, by using different visual aids, teachers can make the learners understand better. If the verbal and visual things are presented together, learners can get the information quickly. Mayer (2001) claimed that, if the instruction is given in the class using both words and visuals, learning become faster (as cited in Dolati, 2011, p. 6).

2.11 Language laboratory in teaching language

In the modern era of language teaching, different initiatives are taken to provide best possible language input to the learners. In every language institute, language laboratory is an essential part. It provides the learners with maximum language exposure outside the classroom. Learners can practice all the language skills using the resources of the language lab for developing their language proficiency. Modern language laboratories are decorated with all the necessary equipment including computers, headphones, microphones, tape deck and a lot of listening materials. Learners can individually practice listening and can work in pairs for interactive learning. Learners can listen to a track and then speak the same text and record their own voice so that they can listen to their own pronunciation. It helps the learners to provide self-feedback. Moreover, students can read a text and listen to the audio version of the text at the same time to learn the correct pronunciation. There can be practice of all the four language skills through different drills practices individually and in pair. It ensures better language input and exposure to the learners than the classroom settings. “The language laboratory helps to train some students to really listen to what they say and how they say it. When they compare their pronunciation with the

correct version on the tape, they begin to notice the differences, and this awareness, over a period, helps them to hear and pronounce English better” (Harmer, 2001, pp.142-43).

2.12 Benefits of using visual aids in teaching reading

Reading is one of the important language skills, especially for the students as they need to read a lot of text books and materials throughout their entire academic life. However, students usually do not like reading that much. As a result, the task of the language teachers becomes difficult. However, if the teacher can make the reading interesting incorporating visual aids, learners may be attracted to reading. Use of visual aids in reading can be benefited in many ways. According to Yunus, Salehi & John (2013), use of visual aids creates interest among the learners in reading. Different visual aids like pictures, videos and projectors helps the learners to understand the abstract ideas of the text. Moreover, visual aids create an authentic communication between the readers and the text. It makes the reading process faster and active. Readers feel more engaged with the text through visual aids (pp. 114-15).

2.13 Usefulness of visual aids in teaching speaking

Speaking is the most important language skill in this era of communicative language teaching and learning. Earlier, language learning meant learning how to read the literature of the language. However, the notion has changed over the years. Nowadays, language learning is based on the need of communication with others. People learn a new language to communicate with others. As a result, the speaking skill is given maximum priority in language learning. However, this is one of the challenging tasks for the language learners. When they are asked to speak the language, they feel uncomfortable to speak and most of the learners are nervous in their initial stage of language learning. As a result, it is a challenging task for the speaking

teachers to motivate the learners in speaking. However, there are many ways of motivating learners to speak in the class. Using visual aids is one of the best solutions of this problem. Proper use of audio-visual aids can facilitate the speaking teachers a lot. Visual aids are always attractive to the learners. Visual aids can draw the attention of the learners easily. Learners become easy and comfortable as well as attentive in the class if appropriate visual aids are used in the class. When the learners see something visuals in front of them which match their interest and choice, they become enthusiastic to express their opinion about that. As they get some background information from the visual aids, it becomes easier to talk in the class. They get some supports from those materials. Cakir (2006) explained the idea of using videos in language class to facilitate speaking and presentation skills. He stated

Active viewing increases the students' enjoyment and satisfaction and focuses their attention on the main idea of the video presentation. So, it is necessary for students to take an active part in video teaching presentations. Before starting the presentation the teacher writes some key questions on the board about the presentation so that the students get an overview of the content of it. After viewing the questions the students answer the questions orally, or the students may take notes while viewing. For more detailed comprehension students are provided a cue sheet or viewing guides and let them watch and listen for specific details or specific features of language. However, it should be kept in mind that the level of the students should be taken into account and adapt the technique according to their levels (p. 69).

2.14 Visual aids in facilitating writing

Writing is one of the most important language skills. At present, different attractive visual aids are used to motivate the learners in writing. Teachers use different colorful visuals for teaching creative writing. If the learners are asked to write a composition on some common topic that they are doing from the very beginning of language learning, they lose interest in writing and get bored. However, if the teacher presents something attractive and thought-provoking to them and asks them to write something on that. That would be more effective than the traditional way of teaching writing. Videos can be used in the class to promote reflective writing. Moreover, pictures can be useful to encourage students for story writing. According to Harmer (2001), “Teachers sometimes use pictures for creative writing. They might tell the students to invent a story using at least three of the images in front of them (on cue cards, for examples). They can tell them to have a conversation about a specified topic, and at various stages during the conversation, they have to pick a card and bring whatever that card shows into the conversation (p.135). This type of writing activity is appropriate in group writing. Rather than working individually, learners can work in small groups which will give them more confidence and interest and there will be multiple ideas from the individuals of the group.

2.15 Use of audio and video in teaching listening

Teaching listening is one of the difficult tasks for the language teachers. Moreover, in most of the cases, people do not realize the importance of listening. That is why this skill was ignored previously in language teaching. However, with the development of technology, the task of the language teachers has become easier. Nowadays, different audio-visual materials are available for providing the learners with native language exposure. Language teachers can download

listening materials from internet according to the proficiency level of their learners within minutes. As a result, the use of audio-visual materials in teaching listening skill has increased significantly. Even the modern ELT teachers are trained in way so that they can learn how to incorporate audio-visual aids in language teaching (Ozkan, 2002, p. 39). Audio materials help the learners to have ideas about the correct pronunciation of the target language. If the teachers use videos in class as listening materials, learners can know about the non-linguistics features as well which is very important in learning a new language. With different technology in language teaching, teachers can make learners get used to the native speakers' accent. Different audios, videos, podcast etc. have made the task easier for the language teachers.

2.16 Planning for teaching listening

Before teaching listening, the teachers need to have proper plans for the lesson they are going to deliver in the classes. First of all, the necessary materials and equipment need to be ready. Also the materials should be chosen according to the proficiency level of the learners. If the teachers select some interesting listening materials, the learners will be interested in listening and learning actively. Moreover, teachers need to play the role of psychologists and mentors, sometimes even of singers. Besides, teachers should provide clear instructions before starting the listening. If the learners know the reason of listening a text, they will be more attentive and engaged in listening. According to Underwood (1989), "In the pre-listening phase of a lesson it can cause "students to 'switch off' and not attempt to do anything, and this in turn distracts those who are trying to perform the task. All the students should understand what they have to do before a teacher starts to play, read or speak the listening text" (as cited in Rosova, 2007, p. 34).

2.17 Teaching vocabulary through visual aids

Vocabulary is essential part of language learning. To communicate with others using a language, one must know the vocabulary of the target language. Therefore, teaching vocabulary is important in language teaching. However, vocabulary should be taught in specific context so that it becomes easier for the learners to remember the words and they can use those in their communications. Visual aids can be good resources for teaching vocabulary. It is always helpful to show the objects to the students with the words so that they can have a better understanding of the objects and their meanings. It helps them to recall the words easily. If the learners only hear a new word meaning orally, it may not be remembered for long time. However, if the vocabularies are presented with the pictures, it becomes more effective. Moreover, visual aids help the teacher to give emphasis on what is being taught and presented. Clear visual aids multiply the learners' ability of comprehension. According to Allen, Kate & Marquez (2011), "Visual aids impact and add interest to a presentation. They can create excitement. Visual aids enable students to use more than one sense at the same time. One picture can elicit unlimited words" (p.5).

2.18 Challenges of using audio visual materials in class

Although audio-visual materials help the language teachers to facilitate their teaching, it does not mean that there are no disadvantages. Sometimes, it may be useless if the selection of audio-visual materials is not effective. According to Cakir (2006),

The main disadvantages are cost, inconvenience, maintenance and some cases the fear of technology. Additionally, the sound and vision, quality of the copies or home-produced materials may not be ideal. Another important issue in this case is that the teacher should be well-trained on using and

exploiting the video. Otherwise, it becomes boring and purposeless for the students (p.68).

So, there are some factors to be considered to use audio visual aids in classroom. If the materials are not selected wisely, the objective cannot be fulfilled. Sometimes, the language level of the audio or video cannot be appropriate for the learners. As a result, the materials are not comprehensible for them which may make the anxiety level of the learners high. Moreover, sometimes, it becomes very difficult to find the audio materials for the learners of elementary level. If the audio-visual aids are not related to the contents, they may mislead and make learners confused. That is why teachers need to be careful while selecting the audio-visual materials for their learners.

2.19 Summary and Implication

The literatures discussed in this chapter mostly present the usefulness of audio-visual materials in language teaching and learning. Here it is very obvious that, audio-visual aids are supported by different language teaching theories like CLT, Suggestopedia, The Silent Way and The Direct Method. It has also been found that in EFL classrooms, language teaching becomes interesting when the teachers use different audio-visuals. Learners are highly motivated and attentive in classroom when different colorful audio-visual materials are used. Other literature suggests that audio visual aids are used to facilitate language skills. Some authors talked about the challenges of using audio-video materials in language teaching.

On the basis of all the information of above literature, a hypothesis can be made that ‘language teaching becomes effective and dynamic by the use of different audio-visual materials.’ Based on

the support from various literatures, this research has combined the findings and results of the study in an order to find out the answer of the research questions.

Chapter 3

Research Design

This chapter contains the research methodology that was followed to conduct the research. The second section presents the research questions. The third section gives an introduction of the participants of the study. The fourth section presents the instruments that were used to collect the data of the study. The fifth section talks about the procedures and timeline of collecting data. Sixth section presents the ways of data analysis. Finally, the limitation of this study has been discussed.

3.1 Research Methods

This research comprised both observation method and interview method with open ended questions. Five classes were observed in different English courses at one of the leading language institutes in the country to collect practical data. Besides, five experienced language teachers of the same institution were interviewed and focuses group discussion (FGD) was conducted among twenty-five students to collect in depth data.

3.2 Research Questions

This research aimed at finding out the answers of the following questions:

1. How do visual aids facilitate effective language teaching?
2. What are the teachers' perspectives about the use of audio-visual aids in classrooms?
3. To what extent are the students benefited from it?

4. What are the possible problems that teachers may face in using visual aids in classrooms?

3.3 Participants

The participants of this research were five English language teachers of a renowned language institute of Dhaka city who have been teaching English for more than five years. Besides, twenty-five students participated in the data collection process of the same institution who are doing English language courses of different levels.

3.4 Instruments

The following instruments were used to collect the data for this research:

- (a) Class observation checklist (appendix-1)
- (b) Interview questionnaire (appendix-2)
- (c) FGD questionnaire (appendix-3)

3.5 Procedure and Timeline

Different procedures were followed to collect data with different instruments. Firstly, the five language classes were observed within two weeks. A specific class observation checklist was used to observe the data (see appendix-1). Then five senior language teachers have been interviewed by three days. They were asked pre-planned questions (see appendix-2). And finally the FGD was conducted one day with the students (see appendix-3).

3.6 Analysis

As the research followed only qualitative method for data collection, the data was analyzed based on the discourse and coding. Checklist and questions helped to organize the information in order. Different questions were set in different segments depending on the research questions. First, the findings of the class observation were analyzed. Then the teacher interview data was analyzed. And finally the FGD information was discussed.

3.7 Limitations

The study was conducted within less than five months. So time constraint was a major limitation. Besides, the socio-political situation adversely affected the data collection process. Moreover, the subjects of this research were from only one language institution which may not represent the complete scenario of the use of audio-visual aids in teaching and learning English in the tertiary level.

Chapter 4

Findings and Data Analyses

In this chapter, the data analyses have been presented. The findings of the study have been analyzed and organized in order to the research question. The first section shows the finding from the class observation along with classifying different important issues that were explored in different language classes. The second section presents the data collected from the teachers' interview. It contains the response from the different language teachers and their experiences and opinions of using audio-visual materials in teaching language. Finally, the findings from the FGD have been analyzed. Here, the perspectives of the students of using audio-visual aids and their usefulness in learning language have been explored.

4.1 Findings from the class observations

4.1.1 Common audio-visual aids in teaching English

The five English language classes that were observed to have ideas of the usage of audio-visual materials were facilitated with different visual and audio materials. The most common audio materials used in those classes were phonemic chart, songs, conversations etc. The visual aids used in the classes were pictures, video clips, movie clips, documentary etc. Most of the materials were used in the speaking and listening classes. These audio-visual aids were mostly used either in the ice breaking session or at the beginning of any task. Also, the audio clips were used to provide the learners with the correct pronunciation and to check the understanding of the learners. Besides, audio clips were used to test the listening skills of the students with follow up activities.

4.1.2 Audio visual aids in achieving the objectives of the lesson

4.1.2.1. Case Study-1

It was a Business English class for the undergraduate students. The audio visual aids that were used in the class were related to the objectives of the lessons. For example, in one class, the topic of the lesson was 'Telephone Skills' and the objectives were, the learners would be able to identify the obstacles of telephone conversation and they will be able to use appropriate phrases and expressions in telephone conversation. In that class, the teacher used an audio clip that was a telephone conversation between two native speakers. The difficulty level of the language in the audio clip was higher than the actual proficiency level of the learners. It was done intentionally to make sure that learners face difficulties to understand the conversation. Moreover, the sound was not clear and the speakers spoke very fast. As a result, the learners could not understand the clip well which eventually led the discussion about the obstacles of telephone conversation. So, the objective was fulfilled by the use of the audio-clip. Learners could know the difficulties of understanding telephone conversation.

4.1.2.2 Case Study-2

This was a foundation course of English for the undergraduate students. In this class, the teacher used a phonemic audio clip to teach pronunciation. The objective of the class was to teach them correct pronunciation of the English sounds and words. As the audio clip was designed by the native speakers, learners could learn the native pronunciations of the English sound and words. Moreover, in one class, the lesson was all about genocide and the objective was that students would know the term 'genocide' and different widely known genocides of the world through which they would develop their listening skill. In the beginning of the class, the teacher gave an

introduction of the term ‘genocide’ and then showed a short documentary clip on genocide to provide the students with the information in details. The objective of the class was achieved because from that documentary, students came to learn about the historical background of the genocide and the devastating effects of genocide on a nation along with the sufficient language input which assist the learners to improve their listening ability.

4.1.3 Audio-visual aids to facilitate discussion

To make a class interactive and lead a discussion, the audio-visual aids play important roles. In one of the language classes, the teacher used a puzzled picture which can be explained from different angles. The students were asked to explain the picture one by one. It was found that there was a huge debate among the students. There were agreements and disagreements among themselves. Through the discussion the class topic was introduced which was ‘argumentative speech’. Then the teacher discussed about the topic of the lesson. The use of the picture helped the learners to come up with ideas for the discussion. The teacher could directly introduce the topic but the use of the picture helped the teacher to elicit ideas from the students and lead them to the discussion. As a result, the students got ideas of the topic beforehand which also helped them speak thus developing their speaking skills.

In another English language class of undergraduate program, the teacher used a motivational video in a speaking class. The video was about a man who does not have any legs and hands. Still he can play football and golf, play drums and can also swim. After showing the video, the teacher asked the students to share their reflection on it. One by one the students shared their feelings to the class and the inspirations they got from the video. Thus the class was full of

discussions based on the video which provided the learners with the opportunity to speak to develop their speaking skill.

4.1.4 Audio-visual aids in facilitating language skills

Almost in all the classes, the audio-visual aids were somehow related to the language skills, mostly of speaking and listening. In one of the classes, the teacher used an English song to teach listening skill. At first, the teacher discussed about the strategies of listening. Then she played a song and asked them to listen to the song carefully without taking notes. After that, she instructed them to listen to the song again using the strategy of note taking. Then the teacher asked the students one by one to share their understanding about the song. Thus there was the combination of the speaking and listening skills. The class was effective and enjoyable as the students liked the song. It helped the teacher to engage the students in the task.

In another class, the teacher used a video on environment pollution. After watching the video, the students discussed the possible solutions of the problem in groups and then presented in front of the class. Thus they practiced speaking with the help of the video. The use of the video was found very effective as the students got a complete visual idea with the narration about the topic. It was successful enough to draw the attention of the students. They actively watched the ways we are polluting our own environment, and this visualization helped them to recall the ideas better. It also created an interest among the students which helped them to perform the follow-up activity with active participation.

However, audio-visual aids were also used in teaching writing skill. In one class, the teacher used picture of two bedrooms to teach compare and contrast essay. He showed the picture through multimedia projector and asked the students to identify the similarities and

dissimilarities of the two rooms. The he asked them to write a compare and contrast essay using the notes they had taken from the pictures. Thus, audio-visual aids were used to teach different language skills by the language teachers.

4.1.5 Activities based on audio-visual aids

The use of audio-visual aids was linked with different activities. In most of the classes, the activities based on the audio-visual aids were divided in three parts i.e., pre-activity, whilst activity and post activity. Before showing a video clip or playing a song, the teachers asked some questions to the students like ‘what can be purpose of playing the music or showing the video? What is the information they may get? Etc.’ In while listening/viewing activities, students were asked to take notes. There were different types of post activity including, question answer session, fill in the blank, giving individual/group presentation, writing essays/paragraph, matching information, sharing reflection, finding main ideas and so on.

4.1.6 Audio-visual aids in assisting the teachers

The use of audio-visual aids made the class interactive and dynamic. It brought variation in the class which removed the monotony of the lecture-based class. These also helped the teachers to draw the attention of the students. Teacher could clarify the subjects to the students clearly and easily with the help of the audio-visual aids. It made the class alive and participatory. Moreover, it lessened the pressure of the teachers. Teacher could easily convey the message to the students by using different audio-visual aids which would otherwise be difficult. Besides, different audio-materials helped the teacher to check the listening skills of the students which could also be difficult in additional ways. Thus, the use of audio-visual aids helped the language teachers in teaching language skills.

4.1.7 Students' reaction on the use of Audio-visual aids in language class

Students were very much responsive in the classes where the teachers used audio-visual aids. Students paid more attention to the lessons, understood the lessons well and thus participated in the class with enthusiasm, providing different response. For example, in one speaking class, the teacher used different thematic pictures (children are going to schools while some other children working as day labors, children are trying to find foods from the dustbin etc.) and asked students to describe the picture one by one. The different elements in the pictures helped them to generate ideas before speaking. It made the task of the students easy as they had visualization in front them. In another class, a teacher used a video song of Michael Jackson about environment pollution which students liked very much. After listening to the song, they came with different ideas about environment pollution and its solution. Thus the class became an interactive one with the active participation of the students.

4.2 Findings from the teacher interview

The teachers were asked questions on the following aspects (see appendix-2)

4.2.1 Teachers' mostly used audio-visual aids in classrooms

In response to the question, all the five teachers came with similar response. They agreed that they use different audio-visual aids in their language classes. The common audio-visuals they use are sound phonemic chart, English songs, audio clip of native conversation, short video clips related to topics, short documentaries, pictures etc. in their classes to facilitate speaking and listening. Depending on the lessons and activities, they choose the audio-visual materials.

4.2.2 Teachers' reasons of using additional audio-visual aids

One of the senior teachers responded to the question by describing how audio-visual aids help him to deliver his lectures well. He can easily relate the audio-visual materials with the lessons which makes his classes more interactive and livelier compared to the lecture-based classes. Besides, he said, "There are different types of learners in the class. Some of them learn by hearing, some of them learn better by visual aids and some of them learn better through different tasks. That is why to ensure the maximum learning outcome, I prefer audio-visual aids in my class". He also added that using audio-visual aids, he can provide the students with native accent which is important to teach them correct pronunciation.

Another teacher responded,

I use audio-visual aids to make the class interesting. If there are no audio-visual aids in the lesson, it becomes monotonous for the students to hear the lecture. However, different audio-visual aids like songs, video clip etc. can draw the attention of the students easily which is very important to keep them attentive to the lesson.

He mentioned that use of audio-visual aids makes the learning very effective because students take it as learning with fun. Besides, if there are some visuals related to the lessons, they become more contextual for the learners and help them learn better.

One of the teachers mentioned that the use of audio-visuals help him to come out from the traditional way of teaching. Audio-visual materials make the class colorful which draw the attention of the students easily, and that is very important for a classroom.

4.2.3 Teachers facilitate language skills by audio-visual aids

To answer the question, one of the teachers replied,

The use of audio-visual aids facilitates a teacher in different ways. First of all, audio visual aids help the learners to lower their anxiety levels, which is very important especially in speaking and listening class. Learners are very much afraid of speaking, and their listening skills are also not satisfactory. However, if they find any interesting video or picture, they show willingness to speak in the classes.

Another teacher stated that using audio track is very useful in teaching pronunciation. By listening to the audio clips of native speakers, learners can learn correct pronunciation. He also mentioned that audio-visual aids give the learners an idea of the style and expression of the target language.

One teacher claimed that visual aids help the teachers make their classes interactive. It is easier for the teachers to provide the learners with some background information for speaking. Moreover, there is a balance between teacher talk time and students talk time if teachers use video and pictures in speaking class. They also talked about the ways of teaching writing using audio-visual aids. One of the teachers said that audio-visual aids help the teachers in teaching creative writing. If the students are shown video clips or pictures, they get better ideas to write reflection papers. Thus, different audio visuals help the teachers in teaching the language skills.

4.2.4 Teachers relate the audio-visual materials with the lesson

In response to this question, one of the teachers stated that,

Audio-visual aids are used relating with the content of the lesson. For example, if the topic of the lesson is environmental pollution, I can show a video on pollution. Then I can elicit ideas from the students about the lesson. This will help the learners to have some background knowledge about the topic which helps the teacher to teach them the content. Thus, the relation of the audio-visual aids and the content can be made.

Other teachers mentioned that usually audio visual aids are selected relating to the topic of the lesson. It helps the teacher to introduce a topic to the students in a best possible way as well as draw the attention of the lesson. They also mentioned that if a picture or a video is used before going to the content, it helps the teacher to contextualize the teaching. Three teachers agreed that in most cases, usage of audio-visual aids are followed by different activities. They claimed that no matter whether audio-visual aids are used in the beginning of the class or at the middle of any lesson; there is good connection between the activities and the audio-visual aids. After playing any video or audio, students are given some activities like self-reflection, group discussion, information gap activity etc. It becomes easier for the teachers to engage the learners in activities using audio-visual aids as they are more attentive to these. Thus, audio visuals get connected with the lessons of the class.

4.2.5 Teachers' selection of audio-visual aids for language class

Teachers came with different factors while answering the questions. Most of them stated that they consider some key factors while selecting the audio-visual aids for their classes. First of all, they see whether the audio-visual materials are related to the topic of the lesson or not. Secondly, they evaluate the difficulty level of the language of the audio-visual aids. They only select the materials those match with the proficiency level of the learners. Besides, they consider cultural appropriacy before choosing any audio-visuals. The quality of the audios and videos are also considered. Another important factor that they consider is the information that the audio-visuals carry. Before using any audio-visuals teachers identify whether those are enough informative or not. Also they try to find out some interesting audio-visuals so that students like those and pay full attention. Thus, considering all the factors audio-visual aids are selected for teaching language.

4.2.6 Challenges of the teachers while using audio-visual aids

All the teachers agreed that they sometimes face some challenges while using audio-visual aids in their classes. The common one is the technical problems. One of the senior teachers said,

I often face the technical problem while using audio and video in my class. Sometimes, I carry materials in my pen drive and then discover that all my files have been damaged by virus. Also, often it happens that the speakers do not work in the classroom or the video player does not support. As a result, I have to face embarrassing situation in front of my students.

Agreeing with the technical problem one of the teachers commented,

The selection of the appropriate materials is very challenging. As we don't have the facilities to design our own audio-visual materials suitable for our classes, we have to depend on the ready-made resources from different websites. However, those are mainly designed by the natives considering their own culture and learners. As a result, it is very challenging for the teachers to find out suitable materials that match with the level of the learners with other criteria.

4.2.7 Teachers' dealing with unexpected situations while using audio-visual aids

In response to the question, teachers came up with different ideas. All the teachers agreed that every teacher should have contingency plan while using audio-visuals. Instead of using only pen drive, they can use CDs as well for preserving the files. Besides, before using the materials, sound system should be checked. And, teachers should watch the materials beforehand to have complete idea about the materials so that they can think about other alternatives if there are any problems. Following these ways, the possible problems can be easily dealt with.

4.3 Findings from the students' focused group discussion.

In the focus group discussion the students were asked questions on the following aspects (see appendix-3):

4.3.1 Common audio/visual materials used by their teachers

Students responded that they mostly find that their teachers use different audio-visual aids like pictures, audio clips of conversation, dialogues, short video clips, PowerPoint slides etc.

4.3.2 Audio-visual aids assist in language learning

All the students agreed that audio-visual aids help them to learn language in diversified ways. Students came with different ideas. They claimed that audio clip helps them to learn the correct pronunciation because the speakers of the conversations are mostly the native speakers. Besides, audio clips help them to know variety of accent of English language. Also, they can know different styles of speaking and the supporting non-verbal expressions watching the videos of English speakers. By listening to the conversations of the native speakers, they can improve their listening skills, which is not always possible by listening only to the class lectures. They also think that these types of audios and videos provide them extensive language exposure which is very important for learning the target language. Moreover, one of the participants mentioned that when the teachers use PowerPoint slides to teach some language features, it becomes easier for the students as they have the visuals in front of them. Hence, all the participants agreed that audio visual aids facilitate them in language learning.

4.3.3 Visuals aids in facilitating speaking

In response of this question, students stated that different audio-visual aids play vital roles in facilitating their speaking skills. They mentioned that visual aids like pictures, posters and video clips work as prompts for them to generate ideas. One student said,

“If a teacher asks me to speak for two minutes in any topic suddenly, it may be difficult for me to generate ideas. However, if teacher shows any picture or poster or a video clip and asks to describe that, then it is easier to generate ideas.”

Another student said that speaking is a difficult task for him, especially, when teachers randomly choose him to speak for few minutes on a given topic; he gets stuck and does not know how to start and what to say. However, the task becomes trouble-free if he has something visuals in front of him. He can then get ideas from the visuals and explain.

Thus, all the students agreed that audio-visual aids assist them in speaking by providing ideas.

4.3. 4 Audio materials advance listening skills

In response to this question, most of the students replied that audio-visual aids help them directly in the development of their listening skills. They mentioned that there are no other alternatives of listening English listening materials to develop their listening skills. By listening to different audio clips in English, they can understand the native accent which enriches their listening power. One of the participants stated,

As our university is an English medium institution, teachers give their lectures in English. We need to listen to them very carefully to understand the lecture and to take notes. For this, we need to have good listening skills. That is why we have speaking-listening classes where we practice a lot of listening activities. Moreover, our teachers suggest us to visit the listening labs where we can practice different listening activities to improve our listening abilities.

Another participant mentioned that audio materials are very useful to improve listening ability. She explained that as there are the advantages of pausing and playing the audio clips again and again, it is easy to practice the listening effectively. Also, the materials are mainly designed by the native speakers which make the task easier to listen to their teachers in classroom. If they can

understand the native speakers, they can easily understand their teachers. Thus, all the participants agreed that audio equipments help them to develop their listening skill.

4.3.5 Visual aids (pictures, graphs etc.) in motivating reading

Majority of the students supported that different visuals motivate them in reading in diverse ways. If there are colorful pictures in any reading material, readers become attracted to them.

One of the participants pointed out,

Reading is always a boring task. There are a very few number of students who like to read the books or other reading materials suggested by the teachers. I do not find any interest in reading those. However, if the reading materials are visually attractive enough, I become eager to read.

Another student told that visuals make the reading materials attractive and contextualized. He mentioned,

Relevant visuals help me to understand the reading text better. If there are enough pictures in a reading text, I can visualize the story which helps me for better comprehension and inference. Also, if there is something very complicated to understand from a reading text, especially any data or description of a location, related pictures or graphs can help the readers to get the message.

This is how they responded claiming that different visuals induce them in reading different literary texts.

4.3.6 Audio-visual aids in facilitating writing

Most of the participants agreed that audio-visual aids facilitate them in their writing. Some of them claimed that visual materials helped the students to gather ideas for writings. One of the participants stated,

Visual aids facilitate us in writing. Especially, when it is creative writing, visuals play vital role in providing ideas. For example, if the teacher asks the students to write a story or a poem, it becomes very difficult to come up with ideas. However, if we see any visuals in front of us like a picture, we can visualize that to have more ideas. We can come up with wonderful pieces of writing just describing any pictures.

Most of the participants agreed to the above statement that audio-visual aids facilitate writing providing information and flourishing creativity.

4.3.7 Use of Audio-visuals to make the class interesting

Almost all the students came with the idea that use of different audio-visual materials makes the class interesting and enjoyable. They claimed that a lengthy class of eighty minutes becomes really tough for them if the teacher cannot make it interesting. They lose their attention soon from the lesson. Only the lecture-based class becomes monotonous for the students. However, different types of interesting videos can take away the monotony of the students. Also they claim that they can pay more attention to the lesson as it becomes more attractive and attention-grabber. It brings variation in class. One of the participants of pre-university course stated,

“I like to listen to music. It refreshes my mind and I can concentrate on my studies more when I listen to music. I find that in our speaking listening class, our teacher uses different English songs to teach us English. We also sometimes take listening quizzes on English songs which I really like a lot. It seems learning with fun to me”.

Moreover, they narrated that they can understand the lesson better if the teachers visualize the contents relating with any audio-visual materials. Also, they claimed that use of PowerPoint slides makes the class more interesting and stimulating.

4.3.8 Common problems faced by the students when teachers use audio-visual aids in classrooms

Although, all the participants agreed that audio-visual aids facilitate their language learning, majority of them admitted that sometimes they face some difficulties when their teachers use different audio visual aids in the classroom. Few of them mentioned that the first problem they face is the occasional lack of clarity of the sound of the audio-visual materials. As a result, they face difficulties to get the meaning. Also, most of the materials are prepared by the native speakers; it is sometimes challenging for them to grasp their pronunciation. As a result, if there is any follow-up activity, they cannot do it. The teacher needs to play the audio again and again. Also there are technical problems which create unexpected situation. Therefore, the participants came with both the advantages and disadvantages of using audio visual aids in language classrooms.

Chapter 5

Discussion and Conclusion

The main purpose of this research was to find out how the use of audio-visual aids facilitates language teaching and learning. After the data analyses it has been found that both the teachers and the students show favorable attitude toward the use of audio-visual aids agreeing that they facilitate language teaching and learning in diverse ways. Both parties are benefited by the use of audio-visual materials. By using audio visual aids in the classroom, teachers can teach languages making the class interesting. Different visuals bring variation in the classroom teaching which are helpful to draw the attention of the students toward the lessons. For example, if the language teachers use different pictures related to the lesson of the class, the classes become lively as well as learners get some schemata of the topic. It is always better to have something visuals in front of the students so that they can understand the lesson well. As suggested by Gardner's (1983) multiple intelligence, all the learners do not learn in the same way. Some learn better by watching, some learn better by listening and so on. Therefore, having something visuals on the lesson are always helpful for the learners. Harmer (2001) also stated that use of pictures in the class makes the lessons appealing. He mentioned the recent textbooks and the design of the newspapers which are intentionally designed in ways for grabbing readers' interest. Also, it enhances the text giving readers a view of the outside world (p.135). Moreover, different related pictures and videos provide the learners opportunities to be engaged more with the lessons. They can predict the topic of the lesson by having some related visuals beforehand. Also, teachers can ask questions about the visuals to elicit ideas from the learners about the text. This creates an opportunity for a good class discussion which is very important for language learning.

According to the concern of the teachers and the students, the use of the audio-visual aids provides the learners opportunity to have background knowledge of any topic which is necessary for the learners. Also use of audio-visual aids gives the learners extended language exposure to the learners giving them better idea of the target language culture. The study of Cakir (2006) supports this result as he mentioned, “Moreover, the students have a general idea of the culture of the target language. It may be enjoyable for the learners to have something different for language learning apart from the course books and cassettes for listening” (pp. 69).

The results also indicate that music can be useful additional audio-visual materials for teaching language. It is a powerful stimulus for the engagement of the learners in the task as it directly touches their emotion. Since most of the learners have fascination for music, teachers can use different English songs to teach listening skills. Teachers can also design listening activity using songs to test learners’ listening skill.

The data shows that one of the very useful visual aids for the language teachers is PowerPoint presentation. Using PowerPoint slides, teachers can visualize their lecture which make the class live. Learners can take notes taking help from the slides if they miss any part of the lecture. Besides, it helps the teachers to draw the attention of the learners. The teachers can use this effective tool for language teaching in diverse ways. They can use the slides for preparing the lecture, showing pictures and other visuals to the learners and so on. As a result, it has become one of the essential tools for the teachers in the recent time. Mutar (2009) also found the similar results of the advantages of using PowerPoint slides in classroom to give lecture. He mentioned that the use of PowerPoint slides help the teacher to deliver their lectures in dynamic ways which becomes interesting to the learners (p. 3).

It has been found that the participants think that a great advantage of using the audio-visual aids is the contextualization of the lesson. Teachers can make the lessons effective and create contexts using audio-visual aids. Learners can easily make a correlation with the visual aids and the lessons. Moreover, it creates a long-term impact on learners' mind if there are visuals with the lessons. Mathew and Alidmat (2013) found similar results in their study. They found that audio-visual materials can make lessons easy to understand. Images that a student views on the screen can be easily comprehended and remembered than descriptive reading materials. Student felt that information can be retained for longer duration due to the use of audio-visual aids.

The result of the study also indicates that the audio-visual materials motivates the learners and helps them to lower their anxiety levels. These make the classroom more interactive and live as it brings the real world in the classroom. These work as hints to the learners about the topics and give them ideas for discussions which ultimately make them ready for speaking. Listening practice becomes more effective when the teachers use interesting audio/video clips. Learners can know the correct pronunciation uttered by the native speakers from audio-clips along with the expressions and different style of speaking.

Also, it has been found that teachers can design different language activities based on the audio-visual materials. They can design some pre-task questions like inferring, guessing, naming the lesson. Also, learners can take notes while listening audio clips or watching videos. Moreover, after listening to the tracks or watching the videos, teachers can engage the learners in different post-listening activities like, question-answering, group discussions, individual speaking, reflection writing, summarizing and so on.

However, the teachers need to be careful in selecting the audio visual materials for teaching speaking and listening. The listening tracks should be comprehensible and appropriate for the

learners. Otherwise the objective will not be fulfilled. Besides, the visual aids should contain sufficient information for the learners so that they can generate ideas for speaking. There should be a good link between the audio-visual materials and the lessons; else the students will be confused which will spoil the whole purpose. Also the technical expertise should be considered before using any audio-visual aids in the class. If the teachers are not expert in using technology, they might face unexpected situation in front of the students. So they need to improve their basic technological skills before using any audio-visual material in class. Although, there is no doubt that pictures abet the language learning; the selection of the pictures should be done incisively. Firstly, there should be the concern that the pictures serve the objective of effective language teaching. If the teachers cannot make sure that the use of picture aid the learners to language learning or at least lead them to the learning process with related inferring or further discussion it would be useless to include the visuals in the lesson. Moreover, teachers need to consider cultural appropriacy while selecting any visuals. If teachers use any picture or video that does not match with their cultural acceptance, it can be offensive for them. Moreover, before using any audio-visual materials in the classroom, teachers need to check those by themselves carefully to make sure the quality of the materials. To match with the proficiency level of the learners, teachers can adapt those according to their own ways. For example, if the teachers find the language of the audio materials more advanced than the proficiency level of the learners, they can record their own voice keeping the content same. It will be easier for the learners to comprehend the text.

All the findings from the data collection support that audio-visual aids facilitate language learning. Both the teachers and learners are benefitted from different audio-visuals materials in language classrooms. Audio-visuals make the language teaching and learning effective making

the class interactive and interesting, motivating the learners, facilitating language skills and so many. If teachers can utilize the audio-visual aids prudently, the language teaching and learning become effective.

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Appendix-1

Class observation checklist

1. Name of the institution:
2. Class:
3. Proficiency Level:
4. Topic of the Lesson:
5. Total Students:
6. Common audio-visual aids used: Audio clip/videos/picture/poster/PowerPoint/others:
7. What are the techniques of using audio-visual aids in the class?
8. The audio-visual aids were related to the objectives of the lesson: Yes/ No
9. What are language skills that were promoted through the audio visual aids? How?
10. How the activities were designed on the basis of the audio-visual aids?
11. How does the use of audio-visual aids help the teacher?
12. What was the students' reaction about the use of audio-visual aids in the class?

Appendix-2

Questionnaire for teachers' interview

- Name: _____ Institution: _____
 - Years of teaching: _____
1. Do you use audio-visual aids in your classroom? If yes, what are those?
 2. Why do you use additional audio-visual aids in teaching language?
 3. How does it facilitate you in teaching language skills?
 4. How do you relate the audio-visual materials with the lesson?
 5. How do you select audio-visual aids for your class?
 6. Do you face any challenges while using audio-visual aids? If yes, what are those?
 7. How do you overcome those problems?

Appendix-3

Questionnaire for students' focus group discussion

1. What are the common audio/visual materials that your teachers use in English classes?
 - (a)
 - (b)
 - (c)
 - (d)
2. Do you think that audio-visual aids help you in language learning? If yes, how?
3. How do visual aids facilitate you in speaking?
4. How do audio materials help you to improve your listening skill?
5. How do visual aids (pictures, graphs, posters etc.) motivate you in reading?
6. Do you think that audio-visual aids facilitate you in your writing? If yes, how?
7. Does the class become interesting if a teacher uses audio and videos in language classes?
If yes, how?
8. What are the common problems that you face when audio-visual aids are used in the class?