Towards Audio-Visual Resource Implementation to Enhance Language-Learning Abilities

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ABSTRACT

For enhanced language learning abilities, the application of diverse teaching and learning resources has been noted to have some positivity towards academic attainment. This paper seeks to examine if audio-visual technologies have any significant influence towards enhancing learner abilities in language learning. Supplementarily, teacher-learner engagement that lacks implementation of the necessary learning gadgets, leads to both teachers and learners being overwhelmed more so in the administration of the English language which is not a home dialect for most learners. Additionally, a vast percentage of courses or subjects reinforcing the curriculum are offered in the English language medium. This investigation is embedded in a qualitative approach entrenched in a case study design, where three university English language teachers from an institution situated in a rural environment were conveniently identified and interviewed using semi-structured interviews as a data collection instrument to examine the problem's intricate phenomenon. It emerged from the study findings that learning progressions with infused audio-visual resources encourage learner participation. This paper investigates whether teachers in schooling environments give learners access to interrogate audio-visual learning resources on their own, thus catering for learner-centredness. The paper concludes that such technologies are a foundation for effective learning. It becomes essential for learners' speaking, reading and academic writing skills to advance. The Authors, therefore, recommend re-visiting the consistent use of audio-visual gadgets as means to cater for learners with impairments, thereby closing gaps and learner barriers for diverse cohorts.

Keywords: Diversity, Academic attainment, Participation, Learning barriers, Technology Learning

INTRODUCTION

Underpinning additional language development is enhanced vocabulary as it forms part of fundamental language aspects. When learners have attained the necessary vocabulary needed to learn a foreign, unfamiliar, yet recognised learning medium, they are likely to become fluent and can easily

comprehend the given text.[1] For university learners in their diverseness because of the linguistic complexities and constituencies, they emanate from, there is a need for them to attain linguistic abilities together with speaking, reading, and writing skills required for progression towards higher levels of learning. Hence, the purpose of this paper is to examine audio-visual technologies' influence on improving English language learning aptitudes.[2]

In relation to the infusion of audio-visual technologies in learning processes, a study by Rob Hirschel and Eric Fritz resonates that the English language has four basic communication skills, for improved language complexity; listening, speaking, reading and writing which are intertwined aspects that cannot be separated from each other.[3] It then becomes the task of English language teachers to unlock these skills by motivating foreign language learning as success and academic attainment rely on second language communication abilities.[4] Infusion of audio-visual technologies in language learning helps to nurture speaking abilities needed for oral communication, thereby granting easy access for improved interaction between teachers and learners, as well as within learners themselves. Pekka et. al., harmonise that the use of digital technologies to enhance audio and visual learning necessitates sufficient opportunity for developing the communicative English language in its diverse communicative skills.[5]

Furthermore, a study conducted in Finland proclaims that electronic learning resources together with contemporary technologies have continually evolved in the past couple of years.[6] Findings of this study divulge that learners were observed to progress in multitudes when the administration of digital gamification was put into functional use.[7] This calls for the authors of this study as authors to advocate for the use of audio-visual aids to enhance language learning,[8] thereby taking into cognisance all learner diversities and learning barriers. Hence, they felt it imperative to conduct an investigation on the positive infusion of audio-visual technologies for enhanced language learning aptitudes.

LITERATURE REVIEW

As observed among the First Entering Students/Learners (FTENS) by the authors, glitches in speaking, reading and academic writing were experienced. Some learners were noted for their passive attitude, meanwhile, others kept on being noisy, which then raised an alarm as to whether such behaviour resulted from a lack of understanding of the English language.[9] Consequently, Butler-Pascoe assert that most learners display some reluctance when expected to speak an unfamiliar or foreign language,

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[1] Derya O. Göksün and Gulden Gürsoy, "Comparing Success and Engagement in Gamified Learning Experiences via Kahoot and Quizziz". *Computers & Education* 135, no. 1 (2019): 15-29. DOI: 10.1016/j.compedu.2019.02.015.

[2] Victor Bekkers, and Lars Tummers, 'Innovation in the public sector: Towards an open and collaborative approach'. International Review of Administrative Sciences, 84 no. 2,(2018): 209-213.

[3] Rob Hirschel, and Erik Fritz, "Learning Vocabulary: CALL Program Versus Vocabulary Notebook." *System* 41, no. 3 (2013): 639-653. DOI: 10.1016/j.system.2013.07.016.

[4] Zoltán Dörnyei and and Ema Ushioda, "Teaching and Researching Motivation. " *Applied Linguistics in Action Series, (2021).https://methodnew.com/wpcontent/uploads/2021/05/Zoltan_Dornyei_Ema_Ushioda_Teaching_and_Researching_Motivation.pdf*

[5] Pekka Lintunen, Mutta Maarit, and Pelttari Sanna, "Profiling Language Learners in Hybrid Learning Contexts: Learner's Perceptions". *The Eurocall Review* 25, no 1 (2017): 61- 75. DOI: 10.4995/eurocall.2017.7145.

[6] Ismail Cakir, "The Use of video as an audio-visual material in foreign language teaching classrooms." *The Turkish Online Journal of Educational Technology*, 5, no. 4 (2006): 67-72.

[7] Sutriyani and Nur Idha., "The Use of Audiovisual Media to Improve the Ability of Primary School Student Listening." *UPI anthology.* 1, no. 8 (2015).

[8] Sadoon S. Mutar, "The effect of using technical audio-visual aids on learning technical English language at technical institute." *Journal for Academic Studies*, 8, no. 15 (2009): 1-12.

[9] Eka Apriani, and Jumatul Hidayah, "The ICT Used by the English Lecturers for Non-English Study Program Students at IAIN Curup." *Journal for Language and Foreign Language Learning*, 8, no. 1, (2019): 26-37.

denoting a lack of confidence.[10] To restrain the situation, King, Schneer, and White affirm that the infusion of audio-visual learning resources has been a key to enhanced learner speaking skills. These audio-visual technologies are resources that possess both sound and sight elements, making ease of communication accessible for diversified learning. Examples of such teaching and learning resources include, but are not limited to, projectors, television programmes, presentations and audio recordings. Over and above these resources serve as an appropriate medium to motivate and inspire learners with diverse learning barriers,[11] thereby stimulating learner participation engulfed in learning an unfamiliar language.[12]

The use of audio-visual technologies also contributes positively to interacting with an unfamiliar or additional language as these gadgets have been observed to have an appealing effect on human nature with upgraded e-learning skills.[13] Necessary skills obtained include speaking, reading and writing, but are not limited to all other skills attained in language learning such as vocabulary, fluency and improved grammar logistics. Ratheeswari is of the same view that attaining necessary skills when learning an additional language necessitates enhanced lingual skills that stimulate learner academic attainment.[14] Concurrently, Apriani et al, opine that technology-assisted language learning positively influences vital language aspects like spelling, pronunciation, comprehension of the given texts, as well as expanded vocabulary.[15] Learners, therefore, are expected to attain these mentioned aspects as the English language is the medium cutting across the greatest percentage of the subjects or courses underpinning the university curriculum.[16]

Additionally, it then becomes a primary duty for English language teachers to generate convincing yet practicable schooling environments for efficient language learning. Apriani, et.al posit that the use of technological audio-visual devices has been observed as tools that have upgraded learner skills, thereby equating their level of understanding to become suitable for the digital world.[17] Synchronously, findings by Gusmuliana, et.al concur that using audio and visual devices in teaching motivates language learning even for learners identified to have barriers coupled with diverseness and dynamics of their linguistic constituencies.[18] A study conducted by Kendiani had similar findings which revealed that the application of technological learning resources has the advantage of containing symbols and images necessary for language enhancement, specifically for learners with impairments.[19] This, therefore, is the demonstration of the importance of technology in the use of audio-visual devices when the ultimate aim is to produce effective, efficient, and affluent language proficiency.

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[10] Mary Ellen Butler-Pascoe,. "The History of CALL: The Intertwining Paths of Technology and Second/Foreign Language Teaching". *International Journal of Computer-Assisted Language Learning and Teaching,* 1, no 1 (2011): 16-32. DOI: 10.4018/ijcallt.2011010102.

[11] Gary King, Benjamin Schneer, and Ariel White. "How the news media activate public expression and influence national agendas." *Science,* 358, (2017): 776-780.

[12] Y. K Singh, *Instructional Technology in Education* (published by Darya ganj New Delhi, 2005).

[13] Joe Lambert, *Digital Storytelling: Capturing Lives Creating Community* (Routledge, 2002).

[14] K. Ratheeswari, "Information Communication Technology in Education". *Journal of Applied and Advanced Research,* 1, no. 3 (2018): S45-S47. DOI:10.21839/jaar.2018.v3iS1.169.

[15] Apriani, and Hidayah, "The ICT Used by the English Lecturers for Non-English Study Program Students at IAIN Curup."

[16] Irwan Fathurrochman, and Eka Apriani, "Pendidikan Karakter Prespektif Pendidikan Islam dalam Upaya Deradikalisasi Paham Radikal." Potensia: *Jurnal Kependidikan Islam*, 3, no. 1 (2017): 122.

[17] Apriani, and Hidayah, "The ICT Used by the English Lecturers for Non-English Study Program Students at IAIN Curup."

[18] Paidi Gusmuliana, Eka Apriani, and Asri Karolina, "Islamic fefac as an interesting learning media to improve students' english ability and develop their character values in man rejang lebong." *Jurnal Inovasi Pengabdian Masyarakat Pendidikan*, 1(1), (2020): 36-44.

[19] Sefti Dedek Kendiani, "The Islamic Characters in Teaching English." *Journal of English Education and Teaching*, 4 , no. 3 (2020): 431-448.

Strengthening this investigation is the Constructivist Perspective Theory by Jonassen and Reeves.[20] Functional learning as viewed by this theory is when e-learning technologies are made a core utility to enhance learning and research from its diverse angles, thereby accommodating all learners irrespective of their barriers likely to hinder learning as a process.[21] This theory promotes learning resources that cater to audio and visual impairments among learners. Synchronously, for the purposes of this study the educational implication of Constructivist Perspective Theory is that when learning is aligned with e-learning audio-visual resources like computers, learning is enhanced, thereby obtaining all the necessary learning and language skills aimed toward academic attainment. Yassin, Razak and Maasum are of a similar opinion as they advocate for purposeful learning where there is the practical application of technology devices.[22]

METHODOLOGY
Research Approach
For this study, a qualitative research approach was considered. It enabled the researchers to have a broader understanding of participants' real-life experiences, thereby, leading to engendering new knowledge with regards to the investigated phenomenon with descriptions as per participants' perspectives.[23]

Research Design
This inquiry administered a case study design to allow probing further into the matter under investigation. Such an in-depth examination assisted authors in understanding and measuring the extent of audio-visual technologies towards enhanced language learning. Additionally, case studies are known for their flexible characteristic of allowing for vast deviations or changes in direction, this emanating either from participant responses or probed by the follow-up questions posed.[24]

Participant Selection
As proclaimed by Ponelis, these are individuals regarded as crucial informants as they possess unique yet specific knowledge that they readily share when required to do so by researchers.[25] Convenience sampling was therefore applied to nominate three university teachers, these being participants who are specialists in teaching language. According to Creswell, a sampling technique is normally used by qualitative scholars to categorise participants for their convenience towards the investigated phenomenon as they sourced detailed and comprehensive verification especially when anonymity and confidentiality have been granted to them by the investigators.[26]

[20] David H. Jonassen, and Thomas Reeves, *Learning with computers: Computers as cognitive tools.* (New York: MacMillan, 1996).

[21] Göksün, and Gürsoy, "Comparing Success and Engagement in Gamified Learning Experiences via Kahoot and Quizziz". 15-29.

[22] A. A. Yassin, N. A. Razak, and N. R. M. Maasum, "Investigating the Need for Computer Assisted Cooperative Learning to Improve Reading Skills Among Yemeni University EFL Students: A Needs Analysis Study." *International Journal of Virtual and Personal Learning Environments*, 9, no. 2 (2019): 15-31.

[23] Hubert Knoblauch, "Qualitative methods at the crossroads: Recent developments in interpretive social research."In Forum: *Qualitative Social Research*, 14, No. 3 (2013).

[24] Maria Daher, David Carré, Andrea Jaramillo, Himmbler Olivares, and Alemka Tomicic, "Experience and meaning in qualitative research: A conceptual review and a methodological device proposal." In Forum: *Qualitative Social Research,* 18, no. 3 (2017): 62-85.

[25] Shana R. Ponelis, "Using interpretive qualitative case studies for exploratory research in doctoral studies: A case of information systems research in small and medium enterprises." *International Journal of Doctoral Studies*, 10, no. 1 (2015): 535-550.

[26] John W. Creswell, *Research design: qualitative, quantitative and mixed methods approach.* (Singapore: Sage. 2014)

Three teachers offering English language to the FTENS at one university located in a rural Eastern Cape Provincial environment were chosen to provide insight into the investigated phenomenon as they held relevant views on the predicaments of unlocking communication skills like speaking, reading, pronunciation and academic writing.

Data Collection Procedures
To collect data, semi-structured interviews were administered because they provided sufficient ground for vigorous engagement with the nominated participants. As participants responded to open-ended questions, authors probed more by infusing some follow-up questions rotating around teacher perspectives on significant influences of audio-visual technologies towards enhancing language development.[27] During data analysis, similar and related responses were categorically intertwined to form themes. The next section.[28]presents identified themes as findings of the study.

FINDINGS AND DISCUSSION
As opined by Mackey & Gass this is the section where an argument of findings pertaining to divulged themes is outlined. The themes that emerged are cultivated speaking skills and inspired learner participation.[29] This paper discovered that lack or limited use of audio-visual technological resources hinders enhanced language-learning abilities, and this has some negativity towards learner diversity and some deterrence in learner progression. Further than that, as diverseness is characterised by learners with varying learning styles because of barrier challenges, such a limitation might also influence compromised English language enhancement, thereby leading to lowered learner academic attainment.

Cultivated Speaking Skills
Results from the data gathered revealed that speaking skills as an essential ability in language learning seem to have been cultivated when English language teachers embarked on consistent use of audio-visual e-learning devices. Accordingly, participant one declared: *During contact sessions as soon as I bring along teaching and learning technological devices that cater to most learner impairments, I notice joy and appreciation among learners, even those who normally display boredom in the course of our engagement.*

This statement is affirmed by the second participant who also declared: *On consistent use of audio-visual learning material, most learners who had been displaying reluctance to speak during discussion sessions, are never the same as previously during their first few months of arriving at varsity. Their speaking and debating skills seem to have been really unlocked.*

Participant number three further articulated: *Although diverse as learners in my class are, to an extent those with learning barriers, interest has highly been stimulated with regards to speaking and debating skills. This suddenly started as I shared with them live activities whether online or in face-to-face contact sessions. Learners really enjoy watching and listening to live events, especially since I allow robust discussions thereafter.*

As findings of this investigation divulged that learners limitedly engaged in discussions and expressing their own thoughts when audio-visual gadgets were not made readily available during contact sessions, this denoted deprivation of learners to actively engage with each other, thereby hampering enhancing English language communication skills like speaking, reading and writing. This finding is in line with Madhuri who argues that on the other side when learners have developed fluency in speaking skills they are likely to become fluent in the language itself. Moreover, the greatest percentage underpinning the subjects offered is conducted in the English medium, cutting across

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[27] Sandra L. Faulkner and Stormy P. Trotter, *Data saturation.* (The International Encyclopedia of Communication Research Methods, 2017): 1-2. https://doi.org/10.1002/9781118901731.iecrm0060
[28] Tiko Lyamu, "Collecting qualitative data for information systems studies: The reality in practice." *Education and Information Technologies,* 23, no. 4 (2018):1-16 DOI:10.1007/s10639-018-9718-2
[29] Alison Mackey and Susan M. Gass, "Second language research: Methodology and design." *Spine*, (2006).

formative and summative assessments which are at times in the form of oral presentations where learners would be expected to directly engage through speaking, either individually or in groups.[30]

Consequently, as opined by Wang, Alf Inge & Rabail Tahir, audio-visual technological learning devices have prominence in assisting learners towards improved word pronunciation. Furthermore, such learning resources, if efficiently utilised, results in enhanced speaking, reading, and writing skills, thus helping learners towards improved language development.[31] Vu, Phu and Fye articulate that if audio-visual aids have been used successfully, learner speaking abilities get improved, making learners have revived confidence to engage in robust discussions.[32] When learners' speaking skills have been unlocked, interest to learn a specific subject is boosted, meaning, that learning equipment like audio-visual technology resources is a beneficial requisite towards improved academic attainment.

Further than that, as learners get sufficient exposure to watch videos more often, opportunities for improved pronunciation, understanding of English dialects and fluency in an unfamiliar language are heightened. As diverse as components of the English language might be, one needs to have a specific focus on the selection of functional learning audio-visual resources. The findings of this inquiry are in line with the underpinning Constructivist Perspective Theory (Jonassen & Reeves,) which advocates for e-learning audio-visual learning aids being regarded as an essential core efficacy to enhance language development regardless of learner barriers.[33]

Inspired Learner Participation
Another finding revolves around participation by learners. In accordance with this finding one participant confirmed: *Lately, it has become a norm for my first years to quarrel amongst themselves. A huge number of learners normally display some interest to connect and intermingle with audio-visual technological gadgets when a lecture is about to commence.*

The remaining two participants were of the same accord as they proclaim: *The moment I enter the lecture hall without availing any e-learning gadgets for use in that particular session, learners display attitudes of dissatisfaction. As the process of teaching and learning progresses, learner participation declines to an extent of almost engaging with only a few of them.* This is noted as the functional use of audio-visual devices has an added advantage of not only vibrant participation by learners, but also attendance in lectures seemed to be enhanced as learners enjoy learning through this media.

The finding on stimulated learner participation when engagements are conducted with the inclusion of audio-visual learning resources could be associated with learner motivation wherein diverse learning styles are given full consideration. As learners get exposed to seeing, yet, hearing learning content from the said audio-visual technological learning devices, the lesson learned has efficiency as learners retain concepts better and for a longer duration.

Additionally, the infusion of audio-visual aids in the learning process seems to have the added advantage of improving critical and analytical intelligence. These teaching and learning aids with their characteristic of grounding effectiveness are a gateway to enhanced academic attainment. Furthermore, Dörnyei, and Ushioda opine that learners who experience a lack of understanding are tantamount to lacking the confidence to participate in whatever form of activity assigned to an extent of having fears to report their short-sightedness to teachers.[34] This means an improved audio-visual learning space allows for a better grasp of the concept, thereby increasing learner participation. It then becomes vital

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[30] J. Naga Madhuri, "Use of Audio-Visual Aids in Teaching and Speaking." *Research Journal of English Language and Literature*, 1, no. 3 (2013): 108-122.

[31] Alf Inge Wang, and Rabail Tahir. "The Effect of Using Kahoot! for Learning - A Literature Review." *Computers and Education* 149, no. 5 (2020). DOI: 10.1016/j.compedu.2020.103818.

[32] Phu Vu and Marissa A Fye, "Achievement Unlocked? Understanding Perceptions, Challenges, and Implications of GBL in Classroom". *In Global perspectives on gameful and playful teaching and learning*, (2020.) 276-286.

[33] Jonassen, and Reeves, "Learning with computers: Computers as cognitive tools."

[34] Dörnyei, and Ushioda, *Teaching and Researching Motivation*.

to affirm that implementation of audio-visuals indeed enhances acquisition, skills and fluency in learning an unfamiliar additional language.[35] With the infusion of audiovisuals in learning, learner interest and development become highly stimulated.

RECOMMENDATIONS

For effectiveness and efficiency, it is suggested that teachers inculcate and re-invent the consistent use of audio-visual teaching and learning technological resources. Strategizing in that manner would benefit learners in their diverseness, thereby imparting all the necessary technical skills needed in this technological era that has partially eroded the traditional ways of engagement in the schooling sector.

CONCLUSION

In this paper, the influence of audio-visual technologies 5on enhanced learner abilities in language learning was examined. Challenges to pronounce, speak, read and write efficiently and effectively for FTENS really proved to be an overwhelming encounter. When audio-visual learning technologies are readily made available during contact sessions, learners displayed great determination to seriously engage. Furthermore, findings on cultivated speaking skills and inspired learner participation are in line with the Constructivist Perspective Theory as it proposes functional learning using audio-visual technological resources to augment learning and research.

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