

## PalArch's Journal of Archaeology of Egypt / Egyptology

### EFFECT OF AUDIOVISUAL AIDS ON THE LEARNING OF ENGLISH VOCABULARY OF SLOW LEARNERS: AN EXPERIMENTAL STUDY

*Aqsa Batool<sup>1</sup>, Israr Ahmed<sup>2</sup>, Muhammad Rehan<sup>3</sup>, Gul E Zahra<sup>4</sup>*

<sup>1</sup>Psychologist Government Instituter for Slow Learners, Layyah,

<sup>2</sup>Lecturer in Education Government Degree College of Special Education, Multan,

<sup>3</sup>Lecturer in English Government Graduate College Dunyapur, Lodhran,

<sup>4</sup>Lecturer in English Government Associate College for Women, Chowk Azam, Layyah,

Email: [Psychologist.aqsa@gmail.com](mailto:Psychologist.aqsa@gmail.com), [israsahmed299@gmail.com](mailto:israsahmed299@gmail.com)

[raorehan930@outlook.com](mailto:raorehan930@outlook.com), [Gulzahra5@gmail.com](mailto:Gulzahra5@gmail.com)

**Aqsa Batool, Israr Ahmed, Muhammad Rehan, Gul E Zahra. Effect Of Audiovisual Aids On The Learning Of English Vocabulary Of Slow Learners: An Experimental Study-- Palarch's Journal Of Archaeology Of Egypt/Egyptology 19(3), 779-788. ISSN 1567-214x**

**Keywords: Audiovisual Aids, English Vocabulary, Teaching English, English Language, Slow Learner, Layyah, Pakistan.**

#### ABSTRACT

This study is proposed to explore the impact of audiovisual aids on the learning of English vocabulary of slow learner students of district Layyah, Pakistan. The goal of the research is to evaluate the efficiency of audiovisual aids as an effective teaching intervention in the learning of English vocabulary. The perusal of literature review unraveled that no study has been conducted on the effect of audiovisual aids on the learning of English vocabulary of slow learner students yet. The intended study considered experimental design comprising a sample of 20 students from Govt. Institute for Slow Learners, Layyah. To gauge the performance of the students in the English vocabulary, a self-devised instrument consisting of 30 items of English vocabulary was used during pretest and post-test session. Statistical analysis included t test and paired sample t test for probing into the hypotheses. So, the value of  $p=0.003<0.05$  exposed that there is a significant effect of audiovisual aids in enhancing English vocabulary of the slow learner students. Paired sample test justified the second hypothesis by generating the value of  $p=0.000<0.05$  that those students who undergone audiovisual aids showed higher level of performance in the vocabulary test in the post-test session. The p value ( $p=0.001$ ) of t test regarding gender differences supplemented the third hypothesis that audiovisual aids has more significant effect in boys in enhancing English vocabulary than girls. Consequently, the exploration and numerical estimation of the study has unfurled the ways of English vocabulary

learning through audiovisual aids intervention in the institutions of slow learner students. It also shows that audio-video aids deepen the students' understanding and their English vocabulary.

## INTRODUCTION

Learning is the pathway of effective communication and interchange between the teacher and the students in education, where the students accept, acquire, understand, respond and develop the information, knowledge and study material from teacher. This learning phenomenon requires the best teaching strategies in order to accomplish the educational outcomes. Telecommunications and technology is growing rapidly in the globalized world. It is marked by digital era, especially electronic and multimedia. The learning process also demands contemporary learning interventions in education systems in order to compete with other nations. The educational institutions are in dire need of infrastructure and resources of modern technology and telecommunication to improve the quality of education.

As English is a foreign language in Pakistan, therefore, it cannot be learned perfectly. It is a difficult task for teachers to teach English students effectively. The students cannot understand phonemes and vocabulary meaning with a traditional teaching strategies. So, audiovisual aids help the teachers to enhance English vocabulary of students. There are different Audio-visual Method, Direct Oral Method, Indirect Grammar Method, Natural Method, Situational Language Teaching 4(SLT), Cognitive Code Learning (CCL), Audio-lingual Method (ALM), Communicative Method, Grammar Translation Method(GTM), Total Physical Response (TPR), Suggestopedia, and Communicative Language Learning(CLL) etc. Audio-visual method can be used to teach the students at primary level. It invites students to participate actively in the learning process. The use of audiovisual cues makes a visible difference in students' learning. It shows great achievements in student's academic progress. Teachers may introduce the study material to their students through different kinds of media, for instance, television channels, videos, movies, projector and computer in the classroom.

Audio-video aids deepen the students' understanding and their English vocabulary. Moreover, audiovisual aids supplement more inviting atmosphere for learning. Based on the explanation above, the researchers are interested in finding out the effects of learning method towards the English vocabulary achievement in slow learners through audio (sense of hearing) and visual (sense of seeing and watching) aids.

Singh (2007) defined Audio-Visual as a device that enhances the students' academic performance in classroom through audio and visual cues. Carter (2002) also emphasized on audio visual aids by terming it as a great assistive stuff used to aid students in the learning process and also helps in engineering triangle of learning which is stimulation, classification and motivation. Apart from that, he argued about audio visual aids that they are multi-sensory tools applied to different subjects including teaching and training in order to facilitate communication of ideas and thoughts among groups and individuals. Harmer

(2001) stressed on the use of internet and computer technology in order to enhance English language.

In applying audiovisual aids, videos gained a currency than any other type of aids. Harmer (2007) investigated that using short videos of contents of given lesson, teacher could produce effective outcomes. Apart from that, videos and visual cues enhance interest and focus of the students in learning. Akram (2012) stated that use of videos during class teaching is called video-aided tutoring. Jurich (2001) argued that a student is facilitated in given class assignment by availability of pictures. According to him, a student can understand and memorize more rapidly by using pictures and images.

Alkhuli (2006) highlighted advantages of using pictures in classes. In his vision, pictures increase attention and concentration of students and help in learning new words through picture word familiarity. Goldstein (2008) also signified the role of images in learning vocabulary and teaching. In addition to this, he stated that visual aids add exceptional power to written and spoken words.

In order to communicate effectively, the words are used by subjects that is called vocabulary. There are two types of vocabulary: expressive and receptive. Spoken words are called expressive vocabulary and the words that are listened are called receptive vocabulary. (Neuman & Dwyer, 2009, p. 385). Teachers ought to differentiate between these two types of vocabulary during teaching

In passive vocabulary, the words are not produced but they are recognized by student while reading a text. Webb (2008) stated that passive vocabulary is the group of words that learners understand while reading a text but do not write and speak those words. Hedge (2000) also says that the passive vocabulary is only recognized by learners while listening and reading.

Besides passive vocabulary, the words that are pronounced and spoken correctly are called active vocabulary. It also underlies the ability to write and speak that is needed for receptive vocabulary. Webb (2005) also emphasized upon effective use of productive vocabulary and termed active vocabulary an active method in which the learner learns to produce words to express his thoughts and ideas. In addition to these acquisitions, active vocabulary is more frequently used in writing than speaking. Schmitt (2000) defined similar meaning words as synonyms. And the words having different but opposite meanings are called antonyms like fast and slow, hot and cold.

According to Borah (2013) the students whose cognitive abilities are below average level are called slow learners. The slow learners can not learn through traditional teaching strategies. Balado (2006) described some characteristics of slow learners; the students have very limited vocabulary and poor communication, they learn at different pace much slower than normal children, and they have reading and writing difficulties in their learning due to poor self-image.

Esther Oluwafunmilayo Alabi, et.al (2021) conducted research on the Effectiveness of Audio-Visuals on Male and Female Students' Academic

Performance in Social Studies. In their experimental study, the sample (50 students) was taken from a junior school, Ilorin metropolis. The experimental group comprised of 21 students was exposed to powerpoint lectures. The findings of the study indicated that there was a significant effect of audiovisual aids on the academic performance of the students in social sciences. But the results of t test also assured that there was significant difference of male and female performance using audiovisual aids in social sciences. The result of the effectiveness of audio-visual on student's academic performance established that audio-visual method of teaching had positive effect on student's academic performance.

Muhammad Ali Aqad and Muhammad Ali Al Saggaf (2021) worked on the Impact of Audio-Visual Aids in Learning English among MSU Third-Year Students in the universities of Malaysia. They undertook qualitative and quantitative approach for the study. The study was based on online survey of the students who were enrolled in Bachelor of Learning English as a second language. The findings indicated that the students who were exposed to multimedia lectures considered multimedia beneficial for their learning of English.

Amirreza Karami (2019) studied Implementing Audio-Visual Materials (Videos), as an incidental vocabulary learning strategy, in second language learners' vocabulary development. The researcher took two phases into accounts; reading blog posts and YouTube videos as independent variables. Dependent variable was the vocabulary acquisition. YouTube videos, authentic videos and scripts were used in the study. A sample of 84 people was divided into two treatment groups. The findings depicted that audiovisual aids improved vocabulary learning in both experimental group. Furthermore, the study found each type of the treatment whether watching online and reading blogs promoted different aspects of learning in vocabulary.

Fouzal kareema (2018) conducted a qualitative study on implications of multimedia usage of audiovisual aids in English language. The study was based on primary and secondary data collection method. Experimental design was used in the study and students were exposed to multimedia audiovisual aids. On the other hand, students were facilitated by traditional method of teachings. Both data was compared after using both type of interventions. The researcher found that the students who were exposed to multimedia audiovisual aids showed better performance than those who were given traditional teaching method.

Mr. Walid Aounali, Dr. Saliha Chelli, and Ms. Lamia Benthari (2017) investigated that audiovisual stuff and tools are pragmatic strategies in vocabulary acquisition of students. The researchers found after analysis of their study that audio visual guided methods proved fruitful in efficient learning and memorizing vocabulary. They also proposed active implications of the audio visual technological assistance to the teachers while teaching vocabulary.

Halwani (2017) witnessed the advantages of audiovisual aids and multimedia in learning of students. The researcher argued that students show greater

performance in reading and writing after being facilitated by audiovisual aids. Dr. S. Bello and Dr. Umar Goni, (2016) studied the relationship of environmental factors on students' academic activity and use of audiovisual tools. Their study was based on survey method. The inculcation of the proposed hypothesis depicted significant relationship between both variables.

Ghulam Shabiralyani, Khuram Shahzad Hasan, Naqvi Hamad, and Nadeem Iqbal (2015) described pictures, videos, projectors and films are different kinds of visual aids which are used by teachers. The researchers further elaborated that these visual cues are thrilling instruments to uplift students' attention and concentration while reading activity. In the end, the findings depicted optimistic perceptions of both teachers and students about implications of visual aids.

Anil (2015) stated emphatically that students' cognitive skills including thinking, vision, analysis and creativity are fostered by use of audiovisual aids. Besides these benefits, the active language and vocabulary acquisition like reading text, writing spellings and pronunciation can be improved by application of audiovisual cues, images and pictures.

### **SIGNIFICANCE OF THE STUDY**

Extracting the crux of vast previous studies, it is observed that there has not been conducted a single study on the use of audiovisual aids in slow learner institutions of Southern Punjab. So, this research is focused at studying the impact of audio-visual aids on the vocabulary learning of English language in slow learners. This study is proposed to open the doors of audiovisual aids usage for efficient vocabulary learning of all slow learner students of Special Education Department in Punjab. In addition to the student's academic progress, this study would pave the way for special education teachers in uplifting interest and motivation of students in learning process through audiovisual aids. Proper use of visual aids helps to retain vocabulary permanently. Visual aids provide an accurate image of words when students see and hear properly. Visual aids generate the environment of interest for the slow learner students.

### **OBJECTIVES OF THE STUDY**

1. To explore the effect of audiovisual aids on learning English vocabulary of slow learner students
2. To evaluate the use of audiovisual aids as an effective teaching technique for teaching English vocabulary to slow learner students
3. To analyze the positive impact of audiovisual aids in uplifting vocabulary expansion of slow learner students
4. To examine the difference of performance in boys and girls after exposing them to audiovisual aids
5. To know the degree of interest of slow learner students in audiovisual aids at primary level.

### **HYPOTHESES OF THE STUDY**

H1: Audiovisual aids will enhance learning of English vocabulary of slow learner students.

H2: The slow learner students who learn English vocabulary from audiovisual aids will score higher than the students who do not get audiovisual aids.

H3: There will be a significant effect of gender on learning of English Vocabulary after using audio-visual intervention.

### **METHODOLOGY AND PROCEDURE**

The study is conducted to determine the impact of audiovisuals in enhancing English vocabulary performance of slow learner students of 4<sup>th</sup> grade. The research design was quasi-experimental design. Two groups were chosen for the study. Group A, the experimental group was exposed to an audiovisual group session during English lecture. Group B, the control group, was given general guided instructions during lecture. The students of both the groups were pre-tested and post-tested. A self devised test of vocabulary (30 items) was engineered by the Lecturers in English. The researchers have used pilot study and test retest reliability in order to check the reliability of the designed test.

The researchers adopted a purposive sampling technique in selecting sample. The population was selected from Government Institute for Slow Learners, Layyah (Pakistan). The experimental group consisting 10 students from 4<sup>th</sup> grade was taken under treatment in audiovisual group session whereas the control group consisting 10 students was refrained from audiovisual assistance.

The subjects were grouped for proper implementation of audiovisual program. Subjects were paired according to the students file information and teacher recommendations after being assessed by the psychologist. Pretest of vocabulary content was conducted in the first week and findings of the test were analyzed. Then subjects of experimental group were introduced to audiovisual program in the second week. Videos, audios and images of relevant vocabulary test were shown (30 minutes daily) to the students of experimental group. In the third week, post-test was taken from groups. The final stage entailed statistical analysis finalization.

#### ***Instrumentation***

Instrumentation involved a careful selection of adequate and appropriate tools which were administered in order to collect relevant data concerning the study. A self-engineered Simple English Vocabulary Test as pretest and post-test was constructed by the researchers, composing 30 vocabulary items. The test was devised by two lecturers in English from different Government Colleges.

#### ***Pilot Study***

For the purpose of feasibility of study, the researchers conducted a pilot study. Another Govt. institute for slow learner was selected for the pilot study. A sample of 6 students constituting of 3 boys and 3 girls of 4<sup>th</sup> class was extracted. They were subjected to the self designed English Vocabulary Test. The motive behind the study was to refine the self devised tool. Owing to maintain validity and clarity of all items of the self devised tool and for the purpose of elimination of ambiguities in the tool, pilot study was implemented. The selected school was not considered in the main study. Pilot study method was the same as main experimental method Hence findings of the pilot study witnessed 0.88 reliability by using KR21.

## FINDINGS AND DISCUSSION

**Table No. 1** T Test Analysis and Descriptive Statistics for the Experimental Group

variables	N	M	Std. Deviation	Std.
score before treatment	20	11.65	3.937	0.37
score after treatment	20	18.30	6.681	0.55

The differences of mean and standard deviation values of before treatment (m=11.65, SD=3.93) and after treatment (exposure to audio-visual aids) (M=18.30, SD=6.68) verified the first hypothesis that audiovisual aids have significant effect in enhancing vocabulary learning of slow learner students.

**Table No. 2** Paired Sample t Test Results of Post-treatment of Experimental Group

pretest		posttest		95% CI for Mean			
M	SD	M	SD	n	df	T	r (sig2 tailed)
11.65	3.937	18.30	6.681	20	19	-5.9	0.000

R Squared = 0.000 (Adjusted R Squared= .000)

The results of table no. 2 evinced that there is a significant difference of performance in vocabulary learning of students after getting audiovisual aids in English vocabulary learning with the difference of t (19)=-5.9, and p value=0.000. The findings also supported second hypothesis that the students of experimental groups gets higher scores in post-test than the students of control group.

**Table no. 3** The t Test Results on the Basis of Gender Differences of Experimental Group

	N	M	SD	T	P
Boys	10	28.94	6.04	7.70	0.001
Girls	10	17.98	4.67		

The mean and standard deviation (M=28.94, SD=6.04) of boys (N=10) of experimental groups with the t value (7.70) and significant value of p=0.001<0.05 depicted that boys get higher scores in post audio-visual aids session than girls with the lower values of mean and standard deviation (M=17.98, SD=4.67). Moreover, the table no.3 findings generalized that there is

definitely gender difference in enhancing vocabulary learning of slow learner students.

## DISCUSSION

The current study is intended to investigate the impact of audiovisual aids in enhancing English vocabulary of the slow learner students. The independent variable was audiovisual aid and the dependent variable was English vocabulary. The study adopted quasi experimental design and two groups were considered in the experiment. The experimental group was exposed to audiovisual aids during treatment session and the control group was refrained from audiovisual aids. A self devised tool of English vocabulary was generated to evaluate the difference of performance in the experiment. The treatment session included two phases: pre-test and post-test performance.

Independent t test and correlation coefficient, Paired Sample t test, and independent t test were applied to take account of the hypotheses of the study. The findings unraveled that there is a significant difference of performance in English vocabulary after receiving audiovisual aids and audiovisual aids has an enhancing effect on English vocabulary. Independent t test tested the first hypothesis and the value of  $p=0.003$  verified the first hypothesis that audiovisual aids have significant effect on enhancing vocabulary learning of slow learner students. As Aqad and Saggaf (2021) compared the performances of the students who were given lectures via audiovisual aids (multimedia lectures). The first hypothesis supported by the findings of Aqad and Saggaf (2021) that the students who were exposed to multimedia lectures considered multimedia beneficial for their learning in education .

The findings of paired sample t test evinced that there is a significant difference of performance in vocabulary learning of students after getting audiovisual aids in vocabulary learning with the difference of  $p$  value=0.000. The findings also supported second hypothesis that the students of experimental groups got higher scores in post-test than the students of control group. The results supported by Karami (2019) Implementing Audio-Visual Materials (Videos), as an incidental vocabulary learning strategy, in second language learners' vocabulary development. The study found each type of the treatment whether watching online and reading blogs promoted different aspects of learning in English vocabulary. Moreover, significant data of the study is in line with the significant results of kareema (2018)'s study as the students who were exposed to multimedia audiovisual aids showed better performance than those who were given traditional teaching method.

T test was used to compare the difference of performances of boys and girls in the post-test condition of experiment. The value of  $p=0.000$  suggested that there is a huge difference of scores between girls and boys in the post test of the experiment. Moreover, boys scored higher than girls in the post-test of the experiment. As Esther Oluwafunmilayo Alabi, et.al (2021) conducted research on the effectiveness of Audio-Visual on male and female students' academic performance in Social Studies in their experimental study. Their results of t test also assured that there was significant difference of male and female performance using audiovisual aids in social sciences.



## CONCLUSION

The study finalized that audiovisual aids uplifts learning environment of the classroom during English vocabulary learning. Effective use of audiovisual aids substitutes monotonous learning environments. Owing to the audio-visual simulated environment, the slow learner students expand and flourish personal understanding of the areas of learning in the English vocabulary. The slow learner students find visual aids sessions helpful and pertinent to their learning during learning English vocabulary. The present study has given insights on students' perception and learning on the use of visual aids and resources. By this study the researchers also recommend to use audio-visual aids as an effective teaching method in the classroom.

## RECOMMENDATIONS

1. This experimental study can be done on the students with special needs.
2. Teachers can use audio-visual aids as an effective learning strategy for the slow learner students.
3. The study can help future researchers in evaluating the effect of audiovisual aids on other areas.
4. This research, therefore, recommends that teachers of slow learner should have expertise in usage of modern technology such as audio and visual aids, computers, photographic materials such as film strips slides, photographs, flat pictures and internet.
5. The classroom should be equipped with the interactive screens, LED's and other assistive devices for the best learning of the slow learner students.

## REFERENCES

- Al Aqad, M., Al-Saggaf, M., & Muthmainnah. (2021). The Impact of Audio-Visual Aids in Learning English among MSU Third-Year Students. *ENGLISH FRANCA Academic Journal of English Language and Education*. 5. 201-214. 10.29240/ef.v5i2.3329.
- Ali, W., Chelli, S., & Benthar, L. (2017). Exploring The Effect of Audio-Visual Aids in Enhancing Students' Vocabulary Knowledge.
- Alkhuli, M. A. (2006). *Teaching English as a Foreign Language*. Dar Alfalaha: Jordan
- Anil, B. (2015) 'Use of Technology in English Teaching Classroom –A Study. *American International Journal of Research in Humanities, Arts and Social Sciences*, Vol. 15, 316-318, Available: ISSN: 2328-3734.
- Borah, R. (2013). Slow learners: Role of teachers and guardian in honing their hidden skills. *International Journal of Educational Planning and Administration*. Vol.3, No.2. ISSN 2249- 3093.pp.139-143.
- Carter, R. (2002). *Vocabulary: Vocabulary Applied Linguistic Perspectives*. London. 3rd ed.
- Dr. S. Bello, Dr. Umar Goni, (2016). Relationship between Audio-visual Materials and Environmental Factors on Students Academic Performance in Senior Secondary Schools in Borno State: Implications for Counselling. *Journal of Education and Practice*

- www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X  
(Online) Vol.7, No.24, 2016
- Esther Oluwafunmilayo Alabi et.al. Effectiveness of Audio-Visual on Male and Female Students' Academic Performance in Social Studies. *EduBasic Journal: Journal Pendidikan Dasar*, 3(2), (2021): 118-127
- Goldstein, B. (2008). *Working with image: A resource book for the language classroom*. U.K: C.U.P.
- Halwani, N. (2017). Visual Aids and Multimedia in Second Language Acquisition. *English Language Teaching*. Vol. 10, no. 6, May, pp. 53-56, Available: ISSN 1916-4742.
- Harmer, J. (2001). *The Practice of English Language Teaching*. (3.ed). England: Pearson Education Limited.
- Harmer, J. (2007). *How to Teach English* England: Pearson Education Limited.
- Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press.
- Jurich, S.(2001). *ICT and The Teaching of Foreign Languages*. Knowledge Enterprise: INC.
- Karami, A., (2019). Implementing Audio-visual Materials (VIDEOS), As An Incidental Vocabulary Learning Strategy, In *Second/Foreign Language Learners' Vocabulary Development: A Current Review Of The Most Recent Research*. *Review Papers*. 9(2), 60- 70.
- Neuman, S. B., & Dwyer, J. (2009). Missing in action: Vocabulary instruction in prek. *The Reading Teacher*, 62(5), 384-392.
- Schmitt, N. (2000). *Vocabulary in Language Teaching*. Cambridge: Cambridge University Press.
- Shabiralyani, G., Hasan, K., Hamad, N., Iqbal, N. (2015). Impact of Visual Aids in Enhancing the Learning Process Case Research: District Dera Ghazi Khan. *Journal of Education and Practice* www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.6, No.19, 2015
- Singh, Y. K . (2007). *Teaching of English*. New Delhi: S.B. Nangia.
- Thaseem, W., & Kareema, M. I. F. (2017). Implication of Multimedia Audio-Visual Aids in the English Language Classroom. 7th International Symposium 2017, 7-8 December 2017.