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**INTEGRATING READING, WRITING, LISTENING AND SPEAKING  
SKILLS WITH VISUALS TO ENHANCE LEARNABILITY AND  
TEACHABILITY**

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**Abstract**

Language learning is an art and this art is being facilitated by the use of visuals. The integrated approach to language learning and teaching with respect to four basic skills is enhanced and made efficient with the help of visuals. This study is designed to enhance the learnability and teachability of basic language skills with the help of visuals under certain condition. The study is based on quantitative approach and data has been collected through questionnaire which has been analyzed by using statistical tool, SPSS for clear and authentic results. The study has observed that the intended outcomes as reading, writing, listening and speaking skills have been improved with the help of visuals. These outcomes also help to enhance learnability and teachability of learners and teachers respectively.

**Introduction**

Visuals can be defined as such elements as charts, images, films, slides, photographs and other visual materials which can aid the process of understanding to illustrate difficult as well as worth knowing concepts as per defined in dictionary.com. According to Oxford English Dictionary,

visuals are a piece of film, or any picture used to accompany or illustrate something. Visuals as language teaching materials can be used for language teaching at any level for particular instructions. There is a wide range of visuals as in the form of video (including video podcasts, TV, film, and YouTube clips), flashcards, pictures, wall charts, posters, and slides. Additionally, it can be stated that pictures are termed as the most easily available visuals for teaching as these are easily accessible from posters, newspapers, magazines, advertisements, and photos.

There are number of authentic extra-linguistic clues to provide basic and valuable examples from different situations and contexts. In accordance to Aristotle's view, "Thinking without image is impossible" (Benson, 1997). In the same way, "we see before we think", has been pointed out by Canning Wilson (2001), this aspect has been observed in language teaching and learning, it has also been observed that videos are used for the formalization of learners to learn language with the targeted culture. All the visuals not only help to listening skills but also enhance writing, reading and speaking skills to a great extent. These visuals also help to connect and activate already stored experiences to new learning with the help of material. Additionally, it has been observed that awareness and critical thinking of learners' have been enhanced particularly through videos by the provision of rich examples in context.

Pictures as visuals also help to provide authentic visualization to encourage written and oral practices of the target culture. Cross-cultural differences and similarities can be highlighted with the help of visuals in order to construct cultural and contextual attitudes by the learners. Integrated learning is simultaneously enhanced by these visuals through the combination of target home and home language experiences, concepts, and objects. Integrating learning as in the form of writing, reading, listening and speaking can lower the level of anxiety as well as helps students to be more proficient and receptive to linguistic input in accordance to situational scenarios.

The importance of visuals can be assessed by the fact that visual input is provided to the learners for basic understanding by means of different technological devices due to the world of media. It has been argued by the scholars that the meaningful language acquisition requires interference of real world with the classroom so that students can have valuable learning. Visuals provide teachers with an opportunity to show the real-world situation to the learners to motor their integrated skills (reading, writing, listening and speaking). According to Oxford (2001), it can be notified that visuals create a type of harmony among students, by the material used and instructional methodology for integrated learning. There is a vast variety of different leaning styles in classrooms as in the form of visual learners, who might have difficulties with conversations and oral instructions but can have maximum advantage through visuals. According to Oxfrrod (2001), students can learn to a great extent in an anxiety free environment with confidence if they are comfortable to learn with visuals and methodology of learning.

When there is need to learn skills with regard to English language, as English is treated as foreign language which seems difficult for learners to grasp so the visuals are required to make things clear to the learners. Therefore, visuals are used to make learning effective and interesting with the help of clear and understandable visuals which help the learners to have integrated skills permanently. As it is noted that books have been used as an authentic way of teaching which is still accepted but along with the justification of using books, teachers must use visuals to make learning more effective and interesting by authentic material so that learners can experience contextualized situations.

It has also been focused that rich contextual instances have been provided for culture and target language situations to support different types of language teaching practices, as visuals seem to be favorable for learning as it motivates and stimulates interest of students in foreign language. There are chances that students can have benefits from visuals due to previous life experiences which activate learning of students who have different linguistic proficiency. In addition to that students can add meanings to such experiences due to the development of inter language practices (Canning-Wilson 2000, 2001).

It has been declared from the research that the use of visuals prior to the reading and listening of a passage, as an organizer motivates the learner to understand that particular passage (Arey, 1999; Herron, Hanley & Cole, 1995; Hodapp, 1978; Mueller, 1980; Rossiter, 2008; Canning-Wilson, 2001). It has also been observed that the information tied to learning styles and mental images helps learner to learn better due to stored experiences along with the provision of situational context for language comprehension and vocabulary development with extra ordinary benefits from visualization (Sintara, 1981). Structure of language and vocabulary development can be benefited by meaningful and interesting practice by the means of visuals. It has also been noticed that verbal recall of learners is also being organized and strengthened with the help of visuals. Learner comprehension and retention is also enhanced by the use of video and pictures (Abraham, 2007; Akhtar, 1999; Arey, 1993;

Benson, 1997; Canning-Wilson, 2001; Dwyer, 1968; Herron, Secules & Lisa, 1995; Ikeguchi, 1997; Mueller, 1980; Rossiter, 2008; Weyers, 1999)

### **Literature review**

Visuals such as pictures, videos, charts, movie strip are considered very important cues for learning and have provided a platform for learners to learn in a better and authentic way. According to researchers, visual stories often help to elicit samples of language from different learners of second language (e.g. Rossiter, et al., 2008). It can be estimated from the use of visuals that, a wide range of activities can be done with the help of visual tools, such as the enhancement of students' speaking, writing and then ultimately improvement of grammar. In accordance to Macwan (2015), by the share of learners' inspirations and feelings, speaking activities can be enhanced through the use of visual aids. These visual tools help learners to develop speaking skills to enhance performance. She added that inspirational visuals help to enhance fluency of foreign language.

According to Canning Wilson (2001), importance of visuals in language learning can be estimated from the view of an example as if someone is directed to count the windows in home; one will start making a mental image of the rooms of the house. Thus, she demonstrates that this particular aspect is human ability to create mental pictures. Visual tools can be used for a wide range of activities, from speaking and writing to enhancing students' vocabulary and grammar skills.

According to Baralt, Pennestri and Selvandin, word clouds can be used to enhance thinking which will lead to writing activities and visuals can be used as warmers to evoke students to think about certain topics to initiate classroom debate and discussion as certain topics are difficult to be discussed. A tool has been used by these researchers here as Wordle to perform analysis of text as the statistical analysis and to organize according to word frequency as in the

use of visuals. This particular use of tool helps to analyze the usage of words in particular text, and the writing ability of students were enhanced and their lexical creativity was also enhanced.

Visual skills and sensory skills cannot be isolated from each other and visual skills are subjected to be learned. It is the duty of teachers to provide appropriate material as in the form of visuals and learning environment for the creation of students' own visual understanding. The different forms of visuals in digital literacies as multimedia, audiovisual materials and computers require different skills to learn accordingly. According to Kranzler, there are different categories of students on the basis of their learnability as some are tactile, some are auditory learners and most of the learners are visual learners regarding to language learning. Additionally, there are almost 65% visual learners who are able to learn more effectively with the help of pictures, diagrams, notes and written information (Kranzler, 1999).

In accordance to Canning-Wilson (2001), learning can be facilitated by picture as it gives meaning to text, enhance clarity, infer information, and help learner to predict. According to Stein, et al. (1987) the confusing information can be illustrated with the help of visuals. Additionally, they added that, new ideas are subjected to relate with previous experiences with the help of images which provide verbal relation and helps to ease learning. She added that videos also serve as an authentic way to evoke learnability as in videos scenes are backed up by utterances and gives more clarity to understand. In addition, she has also differentiated non-projected and projected visuals as spontaneous occurrences of visuals which are unplanned and well executed and well-planned visuals respectively.

According to Gilakjani and Branch's (2012) definition of visual learners as they are particularly confined to learning through pictures, graphs and charts and are designed to think in pictures and learn through visual images. Such type of learners mainly depends on the nonverbal cues given by the teacher, and the learning can be enhanced by the provision of visual aids by teacher from the course material. According to Tuttle, creative elaboration of students can be stimulated by visuals and these visuals help to create extended utterances (Tuttle, 1975). He also added to the point that language learning can be interested and full of excitement with the help of visual material as background knowledge of the students is associated in the language classroom to produce accurate structure while learning a language. It can also be added that visuals help in instruction and learning to re-state an action in another tense, to compare or contrast items, answer true-false questions, match pictures to narration, arrange pictures in sequence, to explain certain facts which are normally exists in the prescribed picture for visual learning (Tuttle, 1975).

It can also be added that comprehension ability of students can be affected by student's emotions. Therefore, it is the responsibility of a teacher to guide properly in the whole process of learning with regard to response and recognition of visuals as print messages of metaphor, irony and humor. It is also required to guide students to differentiate between fictional and factual representations. According to Stix, the learning ability rate of students keep on increasing with the use of different learning styles and use of visual is also very important in learning. It has been shown from the studies that visual and phonological information helps to increase writing, reading, listening and speaking skills through the use of visual literacy (Stix, 1993).

It has been observed that visual tools help learners to comprehend and recall to read or heard content. According to Mueller's (1980) notion, contextual cues are being provided by visuals to enhance learner's comprehension for a listened passage. Visuals are also important in data collection along with the analysis of speech of learner as realistic utterances are being produced

to authenticate speaking proficiency (Rossiter, Derwing, and Jones, 2008). It has also been focused to enhance learning through visuals by ensuring the consistent nature of pictures, adding elements for clarification, picture through coloring. According to Canning Wilson (2001), the comprehension related to visuals is might be due to the visual clues either in pictures or videos. She also claimed that use of certain visuals as colors, charts, cartoons, figures, mental images are used by learners to simplify and clarify the message or language learning content. Such visuals either in the form of video or picture helps to enhance comprehension of the target language.

It has been observed that the use of visuals on the part of teacher also enhances learning of four basic skills. The use of adequate visuals fosters learning process along with timely and proper availability of the material. It has also been observed that teachers are inclined to use visuals very often to encourage learning habits of the learners. There have been certain hindrances in the availability of visuals which ultimately lower the learnability of the students such as the lack of adequate material, lack of time, lack of proper maintenance, lack of financial support for the provision of necessary material in the classroom.

### **Research Questions:**

1. How do visuals directly affect language learning skills?
2. Do native language experiences help to learn new language easily in the presence of visuals?
3. Is the provision of necessary material helps learners to learn efficiently?
4. How far visuals affect learning of the individuals with proper credentials?
5. How four basic skills are being enhanced with the help of visuals?

### **Research Objectives:**

This particular research has been conducted to observe direct effects of visuals on language learning skills along with the presence of native language experiences for learning new language skills which are probably related to listening, reading, writing and speaking. This research is intended to enhance basic skills with the availability of necessary material for effective learning. This particular research is also intended to observe the use of visuals by teachers in classrooms for student's interest, motivation and encouragement for critical thinking.

### **Research Design:**

This quantitative research has been designed to observe the effect of use of visuals in language learning skills. This particular research has been subjected to collect data from the students and teachers with the help of close ended questionnaire through the use of Likert scale. Thus, two types of questionnaires have been designed as one for students and one for teachers. A sample of 100 participants has been selected from the population of The Islamia University of Bahawalpur for data collection for data collection from students and 20 teachers have been selected from the same institute to collect data from educators. The collected data is subjected to be analyzed with the help of SPSS for its authentication and clear results. Thus, SPSS has been implied for further analysis of data with respect to its usage and impact on learning of basic skills.

### **Data Analysis:**

This particular chapter is concerned with the analysis and interpretation of data that has been subjected to collect with the help of questionnaire from teachers and students to find out the

answer of the proposed questions. The collected data has been gathered with the help of quantitative sampling. Afterwards the data has been analyzed for the interpretation of results for better learning and teaching aspects with the help of visuals.

A self-administrated data collection tool, questionnaire has been adopted for basic records. The data has been collected from university students to gauge the better understanding of the phenomenon which is under consideration. A number of secondary sources of records as: Newspapers, articles, website, books, journals and magazines have been used for theoretical data. The population of the research is chosen from the Islamia university of Bahawalpur with 100 students from different departments to validate the results. Explanation along with the evaluation is the most important aspect in methodological studies as it provides grounds for enhancement of learnability and teachability.

This chapter offers the analysis and explanation of facts. All the responses of the questions that has been collected from questionnaire is coded to SPSS sheets for statistical analysis for better understanding of the facts related to the phenomenon of integrated reading, writing, listening and speaking skills with visuals. Standard Deviation (SD) and Mean have been done for the data analysis with the help of SPSS. The intended method has been used for interpretation, discourse, drawing conclusions and advocate suitable recommendations.

**Analyzed data for teachers with the help of SPSS:**

Statement	Mean	SD
I believe that adequate visuals are used in my classroom.	2.5000	1.46898
I believe that adequate visuals are provided by the institution for learning skills.	2.7000	1.62546
I use visuals very often to teach difficult concept.	2.5000	1.50438
I use visuals very often to enhance the learnability of my students.	2.3500	1.46089
I use visuals very often to encourage the speaking skills of my students.	2.5000	1.39548
I use visuals very often to encourage the writing skills of my students.	2.5500	1.27630
I use visuals very often to encourage critical thinking of my students.	2.6500	1.56525
I use pictures/photographs in my class to encourage sentence and paragraph writing.	2.4500	1.50350
I use film strips in my class to improve the listening skills of my students.	2.6000	1.53554
I believe that whiteboard is the only visual which is used very often in the classroom.	2.2500	1.40955
I believe that there are certain hindrances to use visuals in the classroom.	2.4500	1.14593
I believe that the non-availability creates a hindrance to using visuals in the classroom.	2.2500	1.20852

I believe that there are certain financial constraints which hinder the use of visuals in the classroom.	2.2000	1.32188
I believe that there is no maintenance of visuals which hinders the use of visuals in the classroom.	2.5500	1.19097
I believe that there is a lack of time which hinders the use of visuals in the classroom.	2.6000	1.09545
I believe that the use of visuals in the classroom motivates and creates interest in students for learning.	1.8500	1.34849
I believe that the use of visuals in the classroom make learning easier and foster explanation.	1.5500	1.23438
I believe that the use of visuals in the classroom provides new experiences to the student.	1.8500	1.22582
I believe that the use of visuals in the classroom makes students more confident about a particular topic.	1.8500	1.18210
I believe that the overall learning is fostered by the use of visuals in the classroom.	1.9500	1.27630

This particular table shows that the mean and SD of the statements related to teacher's use of visuals which have been designed to gauge the results. Standard deviation is used to measure the spread out from the intended results or how close the measurements are to the intended results. The values near 1 shows great closeness of the statements in accordance to the measurements and the values closer to 2 or 0 show that the intended results are spread out. There are certain statements which have been proven correct with close SD to 1 which have an impact on learning of four basic skills with the help of visual aids.

**Analyzed data for students with the help of SPSS:**

No.	Statement	Mean	SD
1	Visuals are an important language learning skill for academic success.	2.5000	1.43900
2	The integration of visuals fosters language learning skills in all subjects at every level.	2.7000	1.59228
3	Visuals directly affect the mind mapping techniques and strategies in language learning skills.	2.5000	1.47367
4	Visuals help students to be influenced by the teaching techniques efficiently.	2.3500	1.43108
5	Visuals help the teacher and student to be a critical thinker.	2.5000	1.36700
6	Native language experiences support new language learning with visuals	2.5500	1.25025
7	Visuals help the engagement of existing models of language to acquire new language.	2.6500	1.53330
8	Visuals provide a high level of content overview to acquire new language skills in the presence of existing knowledge.	2.4500	1.47282
9	Visuals help to create analogy between familiar knowledge and new	2.6000	1.50420

	content.		
10	Visuals provide deeper understanding of a new language with the interference of prior knowledge.	2.2500	1.38078
11	The availability of pictures/photographs helps learners to learn efficiently in the classroom.	2.4500	1.12254
12	The availability of filmstrips helps learners to understand difficult concepts efficiently in the classroom.	2.2500	1.18386
13	The availability of visuals helps to draw attention of the learners which helps to learn efficiently.	2.2000	1.29490
14	The availability of videos helps learners to operate different equipment in the classroom.	2.5500	1.16667
15	The availability of visuals helps learners to enhance four basic skills in the classroom.	2.6000	1.07309
16	The use of visuals affects learning of the individuals with proper lesson timing and lesson planning.	1.8500	1.32097
17	The use of visuals for effective learning requires a sufficient amount of time in the classroom.	1.5500	1.20918
18	Proper training is required to create appropriate visual material for effective learning.	1.8500	1.20080
19	Proper equipment is required in the classroom for teaching with the help of visuals.	1.8500	1.15798
20	Proper attention is required along with visuals in the classroom for better understating	1.9500	1.25025
21	Enhancement of four basic skills with the help of visuals	2.5000	1.43900
22	The use of videos related to topics helps to enhance communicative skills of the learners.	2.7000	1.59228
23	Visuals are used in the classroom to improve vocabulary and grammar skills along with communication skills.	2.5000	1.47367
24	Visuals must be instructed to use in English in the classroom to improve listening skills of the learners.	2.3500	1.43108
25	Visuals help to foster the speaking skills of the learners in the classroom.	2.5000	1.36700

This particular table shows that the mean and SD of the statements related to students use or availability of visuals which have been designed to gauge the results. Standard deviation is used to measure the spread out from the intended results or how close the measurements are to the intended results. The values near 1 shows great closeness of the statements in accordance to the measurements and the values closer to 2 or 0 show that the intended results are spread out. There are certain statements which have been proven correct with close SD to 1 which have an impact on learning of four basic skills with the help of visual aids.

### Findings and Discussions:

This particular research has been intended to find the learning of integrated reading, writing, listening and speaking skills with visuals. There are certain findings on the basis of questionnaire which has been designed to get intended results. This particular research consists of two



questionnaires, one is designed to collect data from teachers and the other one has been designed to gather data from students. On the basis of questionnaire filled by teachers, there are certain findings from the teachers' point of view as:

Greater number of teachers have admitted that "I believe that adequate visuals are used in my classroom" which leads to better learning in the classroom. There is also the notion that provision of adequate visuals help to learn to great extent as teachers have shown greater response in the statement "I believe that adequate visuals are provided by the institution for learning skills". A great number of teachers have been using visuals in their classroom to teach difficult concepts along with the aspect that teacher uses visuals very often to enhance the learnability, writing, reading and speaking of students. In the light of corresponding results, it has been found that visuals have been used very often to encourage critical thinking of the students. It has been found with great notion of agreement that the use of pictures/photographs and filmstrips in the class are intended to encourage sentence and paragraph writing which has helped to great extent to enhance writing skills. It has been found there are certain hindrances such as lack of financial assistance, lack of proper time, and lack of maintenance of available visuals which cause the low level of learnability among students. The use of visuals in the classroom motivates and creates interest in students for learning which helps to make learning easier and foster the explanation process.

Tentative evidences have been used to formulate this particular area of interest for better understanding of integrated learning skills with the help of visuals. This particular research has been intended to evaluate learners' critical thinking they are having understanding of the corresponding concepts and to how much extent the use of visuals help to foster learning in the classroom. On the basis of questionnaire filled by learners, there are certain findings from the learners' point of view as:

This particular research has found that 65% students believe that Visuals are important language learning skills for academic success and the integration of visuals foster language learning skills in all subjects at every level. It has also been found that visuals directly affect the mind mapping techniques and strategies in language learning skills and directly influenced by the teaching techniques efficiently. It has been found that almost 60% students believe that Visuals help the teacher and the student to be a critical thinker. This particular research supports the aspect that native language experiences support new language learning with visuals with a great percentage along the engagement of existing models of language to acquire new language. A greater response has been witnessed as visuals provide a high level of content overview to acquire new language skills in the presence of existing knowledge which help to create analogy between familiar knowledge and new content to foster learning skills of the learners.

The most important phenomenon has been observed that visuals provide deeper understanding of a new language with the interference of prior knowledge. Thus, another important aspect has been observed with high response as the availability of pictures/photographs, filmstrips helps learners to learn efficiently in the classroom by diverting the attention of learner toward better understating of the basic skills. This research has also found that the use of visuals affects learning of the individuals with proper lesson timing and lesson planning a sufficient amount of time in the classroom. The greater number of respondents as 85% have been agreed to the proper training of educators which is required to create appropriate visual material for effective learning along with proper equipment in the classroom for teaching with the help of visuals. Proper

attention is required along with visuals in the classroom for better understating and the related visuals also helps to foster the communication of the learns from structured to natural setting. It has also been observed with standard level of acceptance that visuals help to foster learning of vocabulary and grammar in the classroom.

This particular research has been conducted by keeping in view Zewary's (2007) study of "visuals in foreign language teaching" which has shown also impactful results with regard to the use of visuals. Zewary's study is directly concerned with the teaching of foreign language where this particular research is designed to focus on language teaching and student learnability altogether. This study has also achieved the intended objectives which are mainly concerned with the teachability and learnability for better and enhanced understanding of language with the help of visuals.

### **Conclusion:**

This particular research has been intended to meet the demanding requirements of the current scenario along with the existing availability of resources. The basic purpose of the research is to enhance learnability of the students with the exploration of new ways in the field of education. This study has led to the effective use of visuals under certain circumstances to enhance learnability of the students.

It has been concluded from the findings that the use of visuals has helped the learnability of the learners to a great extent directly. As visual have helped the learning as important component or academic success at all levels with mind mapping techniques and strategies which have been influenced by the way of teaching to make learners and teachers a critical thinker for better learnability and teachability. On the basis of finding with regard to native language experience, new language has been learned with better proficiency with the help of visuals. Visuals help the engagement of existing models of language to acquire new languageto create analogy between familiar knowledge and new content for providing deeper understanding of a new language with the interference of prior knowledge.

It has been also concluded the availability of pictures/photographs and filmstrips helps learners to draw their attention to learn efficiently in the classroom. Therefore, the availability of videos helps learners to operate different equipment in the classroom which helps to enhance basic skills. It has been concluded that the use of visuals affects learning of the individuals with proper credentials as the availability of proper lesson timing and lesson planning, sufficient amount of time, proper training to create appropriate visual material for effective learning of the individuals. On the basis of findings, it has been concluded that basic skills as communication skills, vocabulary and grammar skills,improvement of listening skills with instructions in English are being enhanced with the help of visuals to foster speaking skills of the learners.

### **Recommendation:**

There are certain recommendations in accordance to the area of corresponding research as:

- There should be proper instructions to assure the availability of visual aids for better learning.
- There should be provision of quality aids by the institute.
- There should be research on the adequate use of visuals to teach and learn efficiently.

- There should be enhanced use of visual in accordance to cultural content for leaning the target language.

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