

**Use of Audio Visual Aids in EFL Classrooms**

2023

Ganga Katuwal

**A Thesis Submitted to the Department of English Education  
In Partial Fulfilment for the Masters of Education in English**

640 (S)

Use of Audio Visual Aids in EFL Classrooms

**Submitted by  
Ganga Katuwal**

**Faculty of Education  
Tribhuvan University,  
Kirtipur, Kathmandu, Nepal**

**2023**

**Use of Audio Visual Aids in EFL Classrooms**

**A Thesis Submitted to the Department of English Education  
In Partial Fulfilment for the Masters of Education in English**

**Submitted by  
Ganga Katuwal**

**Faculty of Education  
Tribhuvan University,  
Kirtipur, Kathmandu, Nepal  
2023**

**T.U. Regd. No.: 9-2-1-71-2012  
M.Ed. Fourth Semester  
Exam Roll No.: 7328052/073**

**Date of the Approval of  
Thesis Proposal: 12/05/2021  
Thesis Submission: 01/08/2022**

### **Recommendation for Acceptance**

This is to certify that **Ms. Ganga Katuwal** has completed her M.Ed. thesis entitled **Use of Audio Visual Aids in EFL Classrooms** under my guidance and supervision.

I recommend and forward this thesis to the Department of English Education for acceptance.

Date: 01/08/2022

.....

**Dr. Gopal Prasad Pandey (Supervisor)**

Reader

Department of English Education

Faculty of Education

T.U. Kirtipur, Kathmandu, Nepal

## Recommendation for Evaluation

This thesis has been recommended for evaluation from the following

### Research Guidance Committee:

#### Signature

**Dr. Gopal Prasad Pandey (Supervisor)**

.....

Reader and Head

Chairperson

Department of English Education

Tribhuvan University, Kirtipur

**Dr. Ram Ekwāl Singh**

.....

Reader

Member

Department of English Education

Tribhuvan University, Kirtipur

**Mr. Bhim Prasad Wasti**

.....

Reader

Member

Department of English Education

Tribhuvan University, Kirtipur

Date: 12/05/2021

## Evaluation and Approval

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee:**

### Signature

**Dr. Gopal Prasad Pandey (Supervisor)**

.....

Reader and Head

Chairperson

Department of English Education

Tribhuvan University, Kirtipur

**Dr. Rishi Ram Rijal**

.....

Professor

Expert

Department of English Education

Tribhuvan University

**Mr. Resham Acharya**

.....

Teaching Assistant

Member

Department of English Education

Tribhuvan University, Kirtipur

Date: 23/02/2023

## **Dedication**

*Affectionately*

*dedicated to*

*My parents who have devoted their whole life to make me*

*what I am today.*

### **Declaration**

I, hereby, declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research to any university.

Date: 31/07/2022

.....

**Ganga Katuwal**

## Acknowledgements

Firstly and most importantly, I would like to express my gratitude to my thesis guide **Dr. Gopal Prasad Pandey**, Reader & Head of the Department of English Education, Faculty of Education, Kirtipur for his expert advice, supervision and guidance from the initial stage of my research and with regular inspirations, genuine encouragements, substantial directions and invaluable suggestions. It would not have been carried out without his kind and perennial help, constructive suggestions, support, and feedback which play a crucial role to reach at the destination of my study.

I would like to express my sincere gratitude to the external supervisor **Prof. Dr. Rishi Ram Rijal**, Department of English Education, for his valuable recommendations with constructive feedback during the viva of this thesis. In the same way, I am equally indebted to **Dr. Renu Singh**, Lecturer, third member of both proposal and thesis viva, for her valuable comments. I am equally grateful to **Dr. Bal Mukanda Bhandari** (Professor), **Dr. Ram Ekwel Singh** (Reader), **Dr. Purna Kandel**, **Mr. Bhim Prasad Wasti** (Reader), **Mr. Resham Acharya**, **Mr. Laxmi Prasad Ojha**, **Mrs. Madhu Neupane**, (Lecturer) and **Mr. Khem Raj Joshi** (Teaching Assistant) of the Department of English Education, T.U., Kirtipur for their comprehensive suggestions, inspirations, feedback, guidance and support during my study.

I would like to thank the administrative staff **Ms. Madhabi Khanal** the Librarian, Department of English Education for their constant help to provide books and other valuable information. I cannot remain without thanking my Gurus and Gurumas who taught me in different levels.

I am also grateful and thankful to my parents, brother, sister and all relatives for direct and indirect support in completion of this thesis.

Last but not the least, my special thanks goes to the participants' teachers of this study for their valuable time and mutual collaboration, and my deeper gratitude goes to my colleagues for their support, encouragement, and motivation in this work.

**Ganga Katuwal**

## Abstract

The present study entitled '**Use of Audio Visual Aids in EFL Classrooms**' was carried to investigate the perceptions of EFL teachers regarding the use of audio visual aids in language classrooms and to observe how audio visual aids are actually used in EFL classrooms. The population of this study were secondary level teachers teaching in public schools in Kirtipur Municipality, however, I selected forty teachers by using purposive sampling strategy. Semi structured interview and observation were used as the tool for data collection. The findings of the study showed that 55% teachers used the audio visual aids often, 37.50% of the teachers used such tools during listening and speaking classes while 7.50% of the teachers used such tools rarely. A clear majority i.e. 62.5% of the participants had the access of audio visual contents from educational websites. In the similar way, the expertise of teacher in handling audio visual tools was satisfactory as 85 % reported as the satisfactory performer. The results showed that the use of audio visual aids is considered as an unavoidable approach in language learning as all the teachers reported that there is need for the English teachers to use audio-visual aids in the classroom.

This thesis has been divided into five chapters. The first chapter gives an overview of the thesis along with background and context of the study, purposes of doing the research, significance of the research, delimitations of the study and operational definitions of the key terms. Whereas, the second chapter contains the relevant literature review, implications of the review of the study and conceptual framework. It shows how other researchers found audio-visual aids significant for teaching and learning language in their studies. On the other hand, the third chapter deals with the methods and procedures followed to collect data for this study and instruments used to collect the data. Similarly, the fourth chapter encompasses analysis and interpretation of the data. It presents the responses of the participants about the issues of the research. Finally, the fifth chapter provides the discussion on the result of the study that was analyzed in Chapter Four. It also contains recommendations for the policy level, practice level and further research level. Finally, in the final section, references and appendices are included.

## Table of Contents

<i>Declaration</i>	v
<i>Recommendation for Acceptance</i>	i
<i>Recommendation for Evaluation</i>	ii
<i>Evaluation and Approval</i>	iii
<i>Dedication</i>	iv
<i>Acknowledgements</i>	v
<i>Abstract</i>	vii
<i>Table of Contents</i>	viii
<b>Chapter I: Introduction</b>	<b>1-5</b>
Background of the Study	1
Statement of the Problem	2
Objectives of the Study	3
Research Questions	4
Significance of the Study	4
Delimitations of the Study	4
Operational Definition of Key Terms	5
<b>Chapter II: Review of Related Literate and Conceptual Framework</b>	<b>6-24</b>
Review of Related Theoretical Literature	6
Introduction to teaching materials	6
Types of teachings materials	7
Importance of teaching materials	8
Relevance of instructional materials in teaching and learning process	9
Use of technology in language teaching	10
Audio-visual aids in communicative language teaching	11
The role of audio-visual materials in language teaching and learning	12
Audio-visual aids in EFL classroom	15
Types of audio-visual materials	16
The advantages of using audio visual aids	18
Disadvantages of using audio visual aids	18
Review of Empirical Literature	19
Implications of Review for the Study	23
Conceptual Framework	24

<b>Chapter III: Methods and Procedures of the Study</b>	<b>25-27</b>
Design and Method of the Study	25
Population, Sample and Sampling Strategy	26
Research Tools	26
Sources of Data	26
Primary sources of data	26
Secondary sources of data	26
Data Collection Procedures	27
Data Analysis Procedures	27
Ethical Considerations	27
<b>Chapter IV: Analysis and Interpretation of Data</b>	<b>28-44</b>
Responses from the Interview	28
Frequency of the use of audio-visual aids	28
Sources of audio-visual aids	30
The expertise in handling audio visual aids	31
The need of the use audio-visual aids	32
Frequently used audio visual tools	32
Reasons of using audio- visual tools	33
Selection criteria for audio-video tools	35
Assistance of Audio-visual tools in teaching learning process	35
The difficulties faced while using audio visual aids	36
The Analysis of the Data from the Observation	39
<b>Chapter V: Findings, Conclusions and Recommendations</b>	<b>45-47</b>
Findings	45
Findings from the interview	45
Findings from the observation	46
Conclusions	46
Recommendations	47
Policy related	47
Practice related	47
Further research related	47
<b>References</b>	
<b>Appendices</b>	

## **Chapter I**

### **Introduction**

This study is entitled as **Use of Audio Visual Aids in EFL Classrooms**. This section of research study consists of the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

#### **Background of the Study**

The concept of foreign language teaching and learning has gained utmost importance in the rapidly globalizing and changing world. English as a foreign language especially has widely been taught almost all over the world. Methods and techniques in English language teaching have also changed in some ways during the last several decades. The focus of the language instruction has shifted from “forms” of language to “functions” of language; communication and interaction aspects of language have become the focus of foreign language instruction Harmer (2006, p. 95). The aim of most language learning has become to acquire the ability to communicate with others in the target language. In conventional approaches to English language teaching, the knowledge of the grammatical structures and the lexical items of the target language considered to be enough to learn a foreign language. Grammatical competence was believed to be the main aim of the foreign language learning. Over the years, it was realized that in order to interact effectively with others, people need to develop a type of communicative competence in addition to grammatical competence in the target language. It was found that grammatical ability alone is not sufficient to utilize the language in real-life settings. Therefore, a new approach, Communicative Language Teaching, has started to rule the field of English language teaching since 1970s. Communicative Language Teaching is an approach which mainly intends the communicative competence of language learners (Brown 1993). To develop this communicative competence, learners should be provided with real-life like situations as models in which they can see and listen to the way the native speakers communicate in their daily life. To provide these models in the foreign language classroom, teachers generally make use of various technological aids, and audio-visual materials are good examples of these technological language teaching

aids. Due to the rapid development of technology, which provides language teachers and learners a wide range of choices, the variety of sources for learning language has been increasing. Technological aids play an important role in language instruction. In other words, they have become essential parts of the second/foreign language (ESL/EFL) classroom. Teaching aids such as computer, television, multimedia projector, mobile phone, sound box, posters and flipcharts, social media, pen-drive and web-based multimedia courseware have started to become increasingly popular materials in the language classroom (Francis,2011). These technological teaching aids are generally called 'audio-visual' aids, which support the aural and visual channel at the same time. According to Geddes and Sturtridge (1982), the reason why we need audio-visual aids in the ESL/EFL classroom is based on the fact that language cannot be separated from the real world. However, it is commonly accepted that there is little of the real world in a language classroom.

To conclude, we live in the world of media, in which most of the information are provided by audio-visual input, through different technology devices. Therefore, in order to make acquisitions of the language more meaningful for the students, a teacher should adopt different techniques to teach language more efficiently and more interestingly. In this context, audio-visual aids are effective tools because they give teachers a chance to demonstrate the culture of the target language. All this makes students understand that the use of target language has a purpose; the real purpose of the real-communications. The use of audio-visual tools has been recognized by Nepal government as a very important tool to bring improvement in the teaching learning process, however lack of research and publications in the academic field still exists (MOE, 2013, p.7). As the integration of audio-visual tools in education is one of the factors to bring improvement in teaching learning process, the use of educational technology still needs to be explored in order to take advantage of the enormous benefits that it provides in the teaching-learning process.

### **Statement of the Problem**

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.

It is undeniable that learning activities become more interesting for learners by applying audio-visual aids as they encourage the learners to learn more actively and more involved in subject matter. In fact, the use of audio-visual aids in teaching and learning can generate new desires and interests, to encourage motivation and stimulation and learning activities. In the present context, the 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? Therefore, I am interested to explore on the use of audio visual aids in EFL classrooms.

### **Objectives of the Study**

The objectives of the study were as follows:

- (a) To observe how audio visual aids are used in EFL classrooms.
- (b) To explore the perceptions of EFL teachers regarding the use of audio visual aids in language classrooms.
- (c) To suggest some pedagogical implications based on the findings.

## **Research Questions**

The present study was based on the following research questions.

- (a) How are the audio visual aids used in EFL classrooms?
- (b) What is the perception of EFL teachers regarding the use of audio visual aids in language classrooms?

## **Significance of the Study**

The study, “The Use of Audio Visual Aids in EFL Classrooms” is a significant work as it attempts to observe the real scenario on the use of audio visual Aids in EFL classrooms and investigate the perceptions of EFL teachers regarding the use of audio visual aids in language classrooms.

The study is significant for the teachers as it gives an insight in facilitating language skills of the learners. Since the researcher can review the empirical literature and also can take the reference for the related researches, it is also significant for them. The findings of the research are beneficial for material developers, textbook writers and publishers in developing textbooks and teaching materials which are more practical and suitable for actual teaching and learning situations. Moreover, the finding of the study provides important information to policy makers and teacher educators.

## **Delimitations of the Study**

The study had the following delimitations.

- ) The population of the study were EFL teachers teaching at secondary schools.
- ) The area of the study was limited to Kirtipur municipality.
- ) The sample of the data was taken from the public schools of Kirtipur municipality.
- ) Regarding data collection tool, semi structured interview and observation were used and when necessary diary writing was also used as the supportive tool.

) This study was limited to the analysis of the feedback from the five respondents who were interviewed and from the fifteen classes that they observed.

### **Operational Definition of Key Terms**

The key terms throughout this study are defined to increase understanding about the study. In the context of this study, the term listed below have following specific definitions:

**Audio Visual Materials:** audio visual aids are an instructional material used by the teachers to deliver the material in an attractive way in order to facilitates auditory and visual sense of the learner.

**EFL Classrooms:** The classrooms in the countries where English is not an official language but only is used for some specific purposes.

**EFL Teachers:** The teachers who teach English in such countries where it is not considered primarily for the official purposes.

**Public school:** A school that is run by government.

**Secondary Schools:** The institutions that provide Education upto grade 12.

## Chapter II

### Review of Related Literature and Conceptual Framework

The present chapter explains the existing literature and research related to the present study for finding out what have already been studied and what is the significance of those research works to the present study. The review of theoretical literature, implication of the review of the study and conceptual framework are included in this chapter.

#### Review of Related Theoretical Literature

The theoretical literature of this study includes the discussions of Introduction to teaching materials, types of teachings materials, importance of teaching materials, relevance of instructional materials in teaching and learning process, use of technology in language teaching, audio-visual aids in communicative language teaching, the role of audio-visual materials in language teaching and learning, audio-visual aids in EFL classroom, types of audio-visual materials, the advantages of using audio visual aids and disadvantages of using audio visual aids.

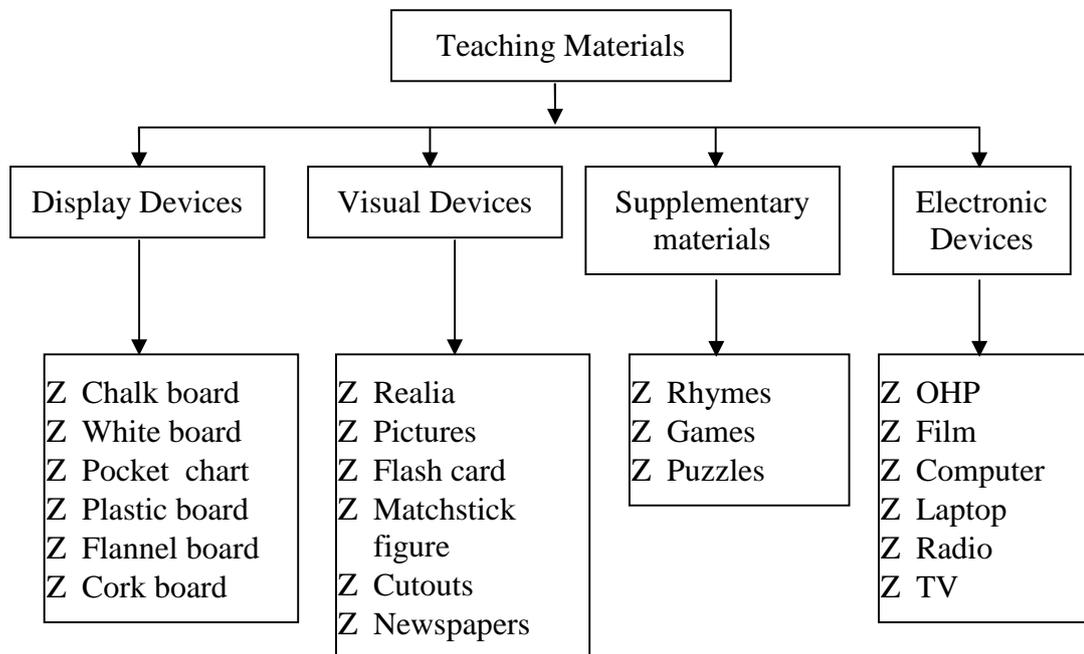
**Introduction to teaching materials.** Materials are the tools to complete any work properly. Anything which is used to help learners to teach language is referred as teaching materials. In other words, objects, pictures, figures, matchstick figures, puppets, posters, charts are used in the class in order to facilitate learning are teaching aids and materials (Celce-Murcia, 1979). The widely used materials in the field of language teaching such as modelling, visual presentations, pictures, photographs, matchstick figures and puppets are also considered as the teaching materials (Wright, 1986). In fact, all printed and digital products produced by academic staff, the presentation of which may or may not be influenced by non-academic staff, are referred to as teaching materials. This includes course notes, course outlines, teaching notes, presentations, and exams, as well as materials used for distance learning and continuing education.

The teaching and learning process is made simple, more meaningful, and intelligible through the use of instructional materials as tools (Wright, 1986).

Similarly, instructional materials are designed to promote and encourage effective teaching and learning experiences (Celce-Murcia, 1979). In view of the above definitions, instructional materials are therefore, sight tools for teachers at all levels of education process for effective instructional delivery and promote learner's academic achievement and enable the achievement of the stated objectives of a lesson. Therefore, in order to make teaching learning activities entertaining, effective, interesting and successful, various kinds of aids and materials should be used.

**Types of teachings materials.** Teaching materials are selected for the teaching purpose and they can be obtained in the form of textbooks, work books, white board, videos, photocopies, handouts, newspapers, paragraph written on white board and so on. They could be also photographs, flash cards, word cards, wall charts etc. All these materials are used based on the context of teaching.

There is no uniformity in the classification of teaching materials. Celce-Murcia (1979, as cited in Dawadi (2010) has categorized materials in the following ways:



Wright (1986) classifies teaching materials into the following three headings. Cited in Sharma (2010).

*Audio materials.* These are the materials that involve sense of hearing. It helps the learners learn the language by listening the subject matter. The main audio materials that assist language teaching are: Radio-broad casting and Tape recorders.

*Visual materials.* These are the materials that include the sense of vision of the students. Picture-cards, word-cards, pictures and photographs, maps, posters, charts, diagrams and drawings, puppets are the different visual materials.

*Audio-visual materials.* They involve both sense of sight and hearing. They are TV/Video, language lab, multimedia.

We have another way of classifying teaching aids. Celce-Murcia (1979, as cited in Sharma and Phyak 2006, p. 300) calls them technical and non-technical teaching aids. The first kind involves the use of some kind of machine or electricity; the second and involves those which do not require this. If we follow this classification, OHP, television, tape recorder, video, computer, etc. are technical aids whereas flash cards, white boards, pictures, etc. are included into non-technical aids.

***Importance of teaching materials.*** Teaching materials are the core resources for language teaching programme. They are selected for getting the objectives set in the curriculum. They can be obtained in the form of textbooks, cassettes, videos, photocopies, a paragraph written on the board and so on. The materials give the real concept to the students about the goals of education. Tomlinson (2008, p.15) argues that materials are effective to help learners to notice features of the authentic language as they are exposed to facilitate and accelerate language acquisition. Hence, materials should provide exposure to authentic use of English through spoken and written texts with the potential to engage the learners cognitively and effectively. In addition, Richards and Renandya (2002, p.66) state that some teachers use instructional materials as their primary teaching resource, for the materials provide the basis for the content of lesson, the balance of skill taught, and the kinds of language practice students take part in.

There are different types of materials available in the market and all the materials have their own value. We can find display devices, visual devices, electronic devices, supplementary materials (Phyak and Sharma, 2008). In general, we

call them audio materials, visual materials and audio-visual materials. All these materials are equally important to make the students competent in language skills and aspects. That is to say, only the methods, approaches or content knowledge are not sufficient to classroom teaching. The teacher has to use different language teaching materials to teach, motivate and reinforce the learners. Teaching materials in teaching English give specific emphasis to boost up the confidence and enhance the skill of the participants in making various teaching materials and using them effectively in actual classroom teaching. Teaching aids add comprehension by making concrete what is abstract, bringing near the distant objects, creating lively situation on the presentation and practice, involving many senses of the learners and bringing learners into direct contact with objects and persons or things (Sharma and Phyak,2008). They also bring varieties in language teaching and create interest in language learning. They reduce teacher talking time and increase the student talking time. Even the abstract ideas of sound, temperature, motion, speed, size, distance, mass, depth, weight, colour can be taught. Students want to learn with a variety of activities for which we have to get the students to learn the language through audio- visual aids. It helps the teachers meet individual differences. Some can be helped through visual demonstration or ear-oriented activity, while others learn better by doing (Allan, 1985).

The sole aim of any teacher is to ensure effective teaching and learning on the part of his pupils. Therefore, no teaching is possible at any significant age level without the use of instructional materials. And no teacher who hopes to promote learning can ignore the use of instructional materials in teaching and learning. The use of instructional materials obviously helps the students in remembering and retaining what they have learnt. Therefore, instructional materials are paramount important issues in classroom interaction and successful transfer of knowledge from the teacher to the learners.

#### **Relevance of instructional materials in teaching and learning process.**

Effective use of instructional materials and its relevance with the topic would enable the learners to effectively learn and retain what they have learnt and thereby advancing their performance in the topic been taught (Richards & Rodgers, 1986). Stated that learning is a process through which knowledge, skills, habits, facts, ideas and principles are acquired, retained and utilized; and the only means of achieving

this is through the use of instructional materials in teaching process (Widdowson,1990). Therefore, the use of relevant instructional materials helps and enhances teachers to teach effectively and productivity during teaching process. Moreover, who noted that are only the teachers who will guarantee effective and adequate usage of instructional materials and thereby facilitate success in learning. In fact, a teacher who makes use of appropriate instructional materials to supplement his teaching will help and enhance learners' innovative and creative thinking as well as help them become believable spontaneous and eagerness in any lesson.

**Use of technology in language teaching.** Science has contributed a lot in the field of technology which has made our life easier and comfortable (Allan, 1985). 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 (Eaton, 2010). In UNESCO's World Education Report in 1998 it said, "Students and teachers must have sufficient access to improve digital technology and the internet in the classrooms, schools and teacher educational institutions (UNESCO, 2002,p.5)". The statement justifies the importance of ICT for the teacher education to some extent. Technology plays an important role in teachers training and teachers' professional development. Teachers can empower themselves with the help of digital medias, internet and social medias. Therefore, without proper knowledge of ICT a teacher cannot perform in his/her classroom. A teacher without ICT knowledge is also said to be an incomplete one in the sense that the tradition of English teaching has been drastically changed with the remarkable entry of technology. Hence, an EFL teacher must have skills to operate ICT tools.

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 (ACTL, 2016 p.4). 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 Nepal. As a result, the scope of language learning has reached to the remote places of the country (MOE, 2013, p.7).

According to Ranasinghe and Leisher (2009), integrating technology into the classroom begins when a teacher prepares lessons that use technology in meaningful and relevant ways. Technological aids should support the curriculum rather than dominate it. Ranasinghe and Leisher (Ibid) say that technology should assist the teacher in creating a collaborative learning environment. Capper (2003) points out that many teachers who have access to the technology will not use it because they do not have technical knowledge and are satisfied with their current approach to teaching. He says that these teachers either find many difficulties while using technology or they do not have sufficient time to gather relevant lessons supported by technology. An effective integration of teaching aids and methodology elevates the learning environment as Cengizhan (2011) says that the integration of technology into curriculum means using it as a tool to teach academic subjects and to promote higher-order thinking skills of students. Hence, when technology becomes an integral part in the classroom, the instructional methods, classroom activities, the content delivery formats, the role of teachers and students need some level of modification.

**Audio-visual aids in communicative language teaching.** 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 (Harmer, 2001). 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.

In this approach, teachers are demanded to use some authentic materials in teaching. The use of authentic materials allows the class activity to be a real communication in teaching. Teachers are encouraged to use some media including

audio and visual in nature, in order that the teaching and learning process becomes interesting and enjoyable (Harmer, 2001). The students can learn easily by using media. Indeed, it also allows teacher to explain materials easily. Teachers no longer use their energy in delivering the materials. In teaching of English, the teacher uses the direct method. Thus, it is for the teacher to give a clear idea to the students through audio-visual aids.

Thus a teacher can use media in teaching and also can apply the more strategies and approach in teaching English. Hiral, (2015, p. 92) on her study indicates that audio-visual aids can be implemented in all skills of English (such as listening, speaking, reading, and writing) language to make it interesting for students in learning some English materials. Furthermore, the role of audio-visual has made the students to be creative in learning, because in this case, the role of teachers is just guiding and facilitating in teaching. All activities are mostly done by the students in the classroom by media. In ESL classroom, the using of audio visual aids not only as a source of help for teachers, but also provided a stimulus variation. Audio visual also helps teacher in psychology aspect (Madhuri,2013). Teacher can easily manage the classroom's complex situation and condition, because most of classroom atmospheres are noisy and makes teacher may become down.

#### **The role of audio-visual materials in language teaching and learning.**

Audio-visual aids in language teaching help the teachers to bring a positive change in the class environment. Verbal and visual communication will help the learners to pay more attention in the class. The main purpose of the use of audio-visual aids is to enable the teacher to make lessons effective and interesting (Allan, 1985). There are some abstract things in language which cannot be explained verbally. So the teacher can use audios and visual images as a way to support their verbal teaching. Use of such aids enhance discussions and interactions, which is important in language classes and forms an active group of learners. These devices give a clear image of the ideas by increasing understanding and retention of the learners. Listening, speaking, reading and writing skills of the students can also be developed by this Instructional method. Even teachers can improve their language skills by providing a variety of experiences to the students. This method is useful for a group of people who doesn't know a particular language; Audio-Visual Aids make learning easier. They are also time

saving because they explain the idea easily and precisely Richards and Rodgers (1986, p.56). As a result, the use of audio-visual aids seems to be benefited for both the teachers and the learners.

Audio visual aids are those devices which are used in classrooms to encourage teaching – learning process and make it easier and interesting. Students are always benefited by this method. They can learn the concepts clearly through a better environment. It provides a direct experience for the students and it removes monotonous aspects. It improves the vocabulary and knowledge of the students by providing a concrete base for conceptual thinking. Audio and visual aids like videos, television, films will give more information about a specific topic and they can connect with their teachers easily (Tomalin, 1986). Also students can store the study materials for so long. It helps students to improve their reading, writing, listening and speaking skills. Different audio visual materials are available for providing the learners with native language exposure also. By gaining an interest in learning, students can enhance energetic interactions also. This method is a provider of positive transfer of learning.

In using and understanding both the native and the target language, people generally are helped by aural and visual clues such as facial expressions, gestures, mimics, stress, intonation, social settings, and cultural behaviors. Since learners of a target language will need these clues all the time for better learning of that specific language, getting help from aural and visual clues is important in language education. (Allan, 1985). Hence, this explains why it is so important to use audio-visual materials when teaching and learning languages.

It can be said that audio and visual materials were used for the first time with the inception of Audiolingual Method. In substitution drills of the Audiolingual Method the teachers used some pictures accompanying the cues (Tomalin, 1986). These cues are words or phrases which are used by the students to replace a word or phrase in the sentence of a dialog that they are supposed to repeat. The teacher gives these cues orally and he/she shows a picture of the cue at the same time. For example, while the teacher says “the bank”, he/she points a picture of a bank at the same time. When summarizing the characteristics of the Audiolingual Method, Brown (1993, p.23) points out the use of tapes, language labs, and visual aids. Similarly, Richards

and Rodgers (1986, p.57) says: "Tape recorders and audiovisual equipment often have central roles in an audiolingual course." In the following decades, with the emergence of the new approaches and methods in the field of English language teaching, audio-visual materials have started to be used more widely than before. Additionally, with the developing technology, more complicated and modern versions of audio-visual aids have been used in the current practice of the Communicative Language Teaching Approach. Thus, these audio-visual materials have been used in more meaningful contexts and exercises than the ones used in more traditional methods like the substitution drills in the Audiolingual Method. The use of audio-visual materials has long been researched by a number of researchers, in terms of their different contributions to the process of language teaching and learning. Johnson (1946, p.404), for instance, suggests that the field of foreign language teaching is the one in which all sorts of audio-visual materials are most vital tools for reaching both linguistic and cultural objectives. That's why the use of such materials should be considered as an essential part of language instruction and they should be carefully planned and utilized as an integral part of the course, as well. Ager (1967, p.7) contends that using diagrams, cartoons, film sequences, etc. might help to create a context in which a certain use of language is not only appropriate but also life-like. He also claims that a second language should be learned in the same way that it was learned in the learners' native language. He says: "... in the situations in which it would be natural for a native speaker to use certain forms and structures, the student should hear the native speaker actually using them." An estimation of this reality can be seeing and listening to native speakers in a real-life situation, - going to work, using the telephone, checking-in a hotel, buying a newspaper, etc.- in short sketches or in longer dialog situations. According to Ager (Ibid), ordinary silent or sound films, specially created to teach particular structures in particular languages, or produced as straight entertainment, are the nearest tools which can lead us to "real-life" situations. Therefore, watching and listening to native speakers using the real-life language by the help of audio-visual aids in classrooms can be quite helpful for language learners to gain a better language competence in different areas.

Consequently, it is clear that incorporating audio-visual materials may be a great help in creating a more real-life environment and for teaching particular language items and cultural elements in this entertaining language environment.

Video sequences, as audiovisual materials, presenting those real life situations can be considered as good models for developing and practicing communicative competence.

***Audio-visual aids in EFL classroom.*** According to Francis (2011), the term audiovisual materials is commonly used to refer to those instructional materials that may be used to convey meaning without complete dependence upon verbal symbols or language. In other words, audio visual aids are an instructional material used by the teachers to deliver the material in an attractive way in order to facilitates auditory and visual sense of the learner. According to Anzaku (2011) the term “audiovisual material” is commonly used to refer to instructional materials that are used to convey meaning without complete dependence upon verbal symbols or language. He further says that audiovisual materials are devices that increase individuals' English speaking skill by sight and sound. The same author added saying that audiovisual materials are instructional devices that are used in the classroom to encourage learning and make it easier and interesting. On the other hand, Dike (1993) defined audiovisual materials as those materials that do not depend solely upon reading to convey meaning. They may present information through the sense of hearing as in audio resources; sight as in visual resources or through a combination of both. According to Thamil (2007) audiovisual materials are devices that can be used to make the learning process more focused, realistic and dynamic. They are also materials by which learning process is encouraged and clarified (ibid).

Ahmad (2013) emphasizes that in audio visual aids, both the listening (ears) and viewing faculties (eyes) are involved. Such aids include television programs, video films, motion pictures, synchronized audio-slide projectors, computers and computer assisted instructions and so on. Cartoon films are also a useful medium for developing, and chiseling the skills of the students. There are several types of audiovisual materials such as filmstrips, cartoons, flipcharts, slide projectors, video compact discs, multimedia, etc. that are effectively used for teaching EFL classrooms. The primary purpose of all these aids is to make learning more effective and conceptual and let teachers grab the attention of students (Umar, 2014).

Even though the aforementioned scholars defined audiovisual materials differently, they do have the same key points. All their definitions highlight the fact

that audiovisual materials mean “exposure to real language” (Widdowson, 1990). Undoubtedly, audiovisual materials are those instructional aides, which are used in the classroom to encourage teaching learning process of English speaking skill. In conclusion, the term “audiovisual material” is commonly used to refer to instructional materials that are used to convey meaning without complete dependence upon verbal symbols or language. Undoubtedly, audiovisual materials are those instructional aides, which are used in the classroom to encourage teaching learning process of English speaking skill.

**Types of audio-visual materials.** Teaching becomes monotonous in the classroom when the teachers just use a text book as the one source in learning. For instance, in behaviorist approach, in this case, teaching is mostly considered as teacher-centered learning. The dominant activities are imitation. Students imitate what the teachers say in the learning. This just make the students become passive in the classroom. Mathew and Alidmat (2013) in their study explored that the use of audio-visual aids helps the language teacher in ELT (English Language Teaching). The result of their study stated that the use of audio visual can help both students and teacher in teaching and learning process.

In some case, there are many types of audio-visual materials in teaching. Some of which can be used by teacher in teaching as follow:

*Filmstrips and slide.* Filmstrips and Slide are among the most economical of Audio Visual materials (Allen, 1956, p. 131). Film is media consisting of hearing and seeing processes in nature. Film can also give the teachers a traditional and structured discussion. It is simple by using film in teaching. It can be set based on what the teacher wants. Film is readily accessible in that it can be bought, rented, or borrowed from libraries, schools, or private institution. (Stampolis and Sewell in Allen, 1956, p.132) on their study compared the use of four filmstrips with lectures in teaching economic concepts to university students.

*Video Compact Disc (VCD).* The other types of audio-visual aids are video compact disc. It is also similar to film that consists of hearing and seeing activities in nature. But, it also has some differences. Unlike an event recorded on film, video tape can be played back immediately for analysis. It can be set fast. Video compact disc

has a lot of advantages of being portable, cheap, and visible in a lighted room. Harmer (2001) declares that the use of video in class is just listening with “pictures”. In recent years, the use of video in English classes has developed rapidly as a result of the increasing emphasis on communicative techniques. Many students like it because video is interesting, challenging, and stimulating to watch. Video can promote comprehension in learning. Indeed, in a video, the viewer is seeing the results of the writing, not just reading or hearing them as in print and radio. Nowadays, educational video-cassettes are easily available in the market. Educational CDs can be prepared on any aspect of the subject-matter and curriculum.

*Internet and YouTube.* Internet and You tube are also one of the audio visual aids types. Most of people in the world now know that internet is useful for education in some case, especially for students when they get some online task from teachers. Through internet, students can do browsing activities as much as possible they want to watch. For instance, when the students want to watch advertisement products in google, automatically they get it fast. They just determine the key word taped in google search engine. They can read and hear some a new language program. Another important difference presented by the Internet is that the quality of presentation of information is not necessarily a clue as to the quality of the content the way it might be with a print publication (Rijlaarsdam: 1993).

*Television.* Allan (1985) states that educational television has received the most concentrated study of any of the Audio Visual materials during the past several years. TV instruction was found to be just as effective as regular classroom instruction in teaching training subject. Today, many programs on TV have developed from year to year whether educational channel programs or commercial ones. Indeed, on TV serves a lot of advertisement that can be seen directly. It also has some advantages in practice. Through TV, people can know some issues being occurred in real life on TV news. They also get knowledge in some case. Thus, television is a versatile medium of transmitting education through different programs. It is an exciting means of communication. A teacher should utilize the TV programs and make them the basis for discussions on relevant occasions.

*Video.* Video is a viable aid towards effective learning and teaching. Teaching with the help of video is called video-aided instruction Ahmad (2013). In video-aided

instruction, learners' comprehension is generally tested through a questionnaire and video is clearly an instructional medium that generates a much greater amount of interest and enjoyment than the more traditional printed material.

**The advantages of using audio visual aids.** According to Madhuri (2013), there are so many advantages of using audio visual aids, such as: i. best motivators: they are the best motivators. Students work with more interest and zeal. They are more attentive. ii) Fundamental to verbal instructions: they help to reduce verbalism which is a major weakness of the schools. They convey the same meaning as words mean. They give clear concepts and thus help to bring accuracy in learning. iii) Clear images: Clear images are formed when we see, hear, touch, taste and smell as our experiences are direct, concrete and more or less permanent. Learning through the senses becomes the most natural and consequently the easiest. iv) Vicarious Experience: Everyone agrees to the fact that the first-hand experience is the best type of educative experience but such an experience cannot always be provided to the pupils so in some situations certain substitutes have to be provided. For this we find a large number of inaccessible objects and phenomenon. For example, all the students in Nepal cannot possibly be shown Mt. Everest etc. In all such cases audio-visual aids provide us the best substitutes. v) Variety: Audio-Visual aids provide variety and provide different tools in the hands of the teacher. vi) Freedom: The use of audio-visual aids provides various occasions for the pupil to move about, talk, laugh and comment upon. Under such an atmosphere the students work because they want to work and not because the teacher wants them to work.

Thus, use of audio visual aids creates interest among the learners in reading and also creates an authentic communication between the readers and the text. As it makes the reading process faster and active, readers feel more engaged with the text through visual aids.

**Disadvantages of using audio visual aids.** Audio Visual presentations usually take a considerable amount of time to prepare Ahmad (2013). Having audio visual aids need a lot of presentation material and preparation for the same. This may be really time consuming and the teacher may end up giving more time to this than to the speech. The use of such aids may also distract the audience from teachers' speech as they pay more attention on the audio-visual aids, consequently, the purpose of

speech may not be fulfilled sometimes (Ibid). No matter how high-quality the system is, it will definitely have some technical glitches Madhuri (2013). Actually, an audiovisual system is expensive and also is more of a distraction if used throughout the entire presentation.

### **Review of Empirical Literature**

Although, the use of audio-visual aids in language teaching has become a common trend of the ELT practitioner, there are very limited studies on this issue, in the Nepalese context. Some of the related national and international researches which have been carried out in connection with audio-visual aids are reviewed here.

Gautam (2011) conducted a research on “Effectiveness of Visual Materials in Developing Reading Skill”. The principal objective of his experimental research was to find out the effectiveness of visual materials in developing reading skill. Using simple random sampling, thirty students of grade eight were selected. Test items were used to collect the data. It consisted of five different test items containing altogether thirty marks. He divided the class into two groups: experimental and control. Experimental group was taught with new treatment but control as usual. He found that using visual materials in developing reading was effective and advantageous. The experimental group had made better progress than the control group. So, it can be concluded that visual materials have constructive role in developing reading skill of the students.

Prasasti (2011) conducted a study entitled “The Effectiveness of Using Audio-Visual Aid in Teaching Speaking of Interpersonal and Transactional” in an Indonesian context. It was an experimental research in which the population of the study were the eighth graders of SMP 1 Randublatung. The experimental group was 8 A and the control group was 8 D. The experimental group was taught using audio visual aid, especially conversation video, while the control group was taught using conventional teaching technique. Based on the result of the study, the mean score of experimental group was higher than the control group. After being calculated using test of significance (t-test), the t-value was 2.18. Using interpolation, the t-table obtained was 1.67. It was clear that t-value is higher than critical t-value. Therefore, there is significant difference in students’ achievement who were taught using audio

visual aids, especially conversation video, than the students who were taught using conventional teaching technique. It indicates that audio visual aids are effective in helping students improving their skill in speaking of interpersonal and transactional conversations. The findings showed that audio-visual aids play a good role in teaching learning process, especially for improving the students' speaking skills.

Ashaver and Igyuve (2013) conducted a research "Use of Audio-visual Materials in the Teaching and Learning Processes in colleges of education in Benue State-Nigeria". The study was aimed in finding out the use of audio-visual aids in the teaching learning process in a college of education in Benue State Nigeria. It was a survey research. In order to conduct this research, the researchers used 2 sets of questionnaires that were distributed to the students and lecturers equally. The findings of the research showed that there is an inadequate use of audio-visual aids in the college, however lecturers did not often use the audio-visual aids in the teaching learning process. Besides that, there were also many issues on the Audio-visual support such as, lack of trained teachers, improper infrastructure set up and also lack adequate ICT support from the administration. Similarly, the audio-visual resources prepared by the administration weren't impressive either. The positive thing that the researcher found in the study was that lecturers were quick in improvising the materials during the lesson.

Kausar (2013) carried a survey research on "Students' Perspective of the Use of Audio-visual Aids in Pakistan." The study aimed to investigate the attitude of university students towards audio video aids and their usage at university level. The study was conducted with 100 female university students aged between 18-22 years, randomly selected from International Islamic University, Islamabad. All the students were native speaker having their majors in English language and literature at graduate level. In the study, a set of questionnaire was developed to collect qualitative and quantitative data. The findings of the study declared that the students were facing many problems in learning English as a second language. They felt it difficult to learn it without the use of any audio or visual aids. The study recommends that audiovisual aids should be used in an English language classroom to facilitate maximum learning.

Mathew and Alidmat (2013) conducted a survey study on "The usefulness of audio-visual aids in ELT in Saudi Arabia context." The main objective of the research

was to explore how the use of audio visual aids helps the language teacher in EFL classroom at undergraduate level. It was a survey research design where questionnaire for both the teachers and students was set. 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. At the same time both the parties said that teaching and learning becomes monotonous when the language teachers are compelled to rely on the text books as the only source of language input.

Merdas (2015) conducted an experimental research on “Effects of Audio-Visual Aids on Teaching English Active Vocabulary to EFL Learners” in North African. The major objective of his explore effectiveness of audio-visual Aids on Teaching English Active Vocabulary. The sample population of the study was the fifty students of, Muhamed Kheider University of Briska, North Africa. He used test items as a data collection tools. It was an experimental research where simple random sampling technique were applied for data collection. He divided respondents in to two groups as experimental and control group in terms of odd and even number. The experimental group was taught through audio-visual aids whereas the control group was taught without such aids. From his experiment he was found that audiovisual aids have an extremely significant role in enhancing the students’ ability to use their active vocabulary.

Joshi (2015) conducted a study on “Designing ELT Materials for Teaching English: Teachers’ Perceptions and Practices” using a survey research design. The principal objectives were to find out teachers’ perceptions on designing teaching materials for ELT classes. Purposive non random sampling was used to select the schools and the teachers. Thirty secondary level teachers were selected as the sample in this study. Questionnaire and observation checklist were the major data collection tools. By his research it was found that out of ten, every informant replied that ELT materials were inevitable part of teaching learning activities. Teacher designed materials were more effective than other materials found in the market. Teacher designed both display and audio materials. They used those materials and highlighted the importance of materials in teaching learning field. The teachers also suggested

that while designing ELT materials age, level, experience, interest, culture of the learner, size, colour, relevance, and cost, must be considered.

Anas and Zakaria (2019) carried out a study on “ESL Learners’ Perceptions on English Subtitled Audio-Visual Materials” in a Malaysian context. The research aimed to study ESL learners’ perceptions on English subtitled audio-visual materials. The study used a mixed-method with the usage of both questionnaire survey and interview to provide insight into perceptions of this particular group of learners on English subtitled audio-visual materials. A survey was conducted among thirty students to gauge their perceptions towards the use of audio-visual materials for language learning. SPSS was used for the statistical analyses. The study shows that audio-visual materials are highly accepted among these learners as they make use of its benefits in both inside and outside of classroom. Students did not find English subtitles as distracting and determined that it helps them in learning the language itself. Majority of students in agreed that they can understand better with the presence of English subtitles provided below. This study also investigated teachers’ perspectives in the use of English subtitles in audio-visual materials. This study contributes to teaching English mainly in daily schools across the country by suggesting that teachers should consider using this method during their lesson and the materials should always undergo review to ensure appropriateness.

Dangi (2021) conducted a research entitled “Effectiveness of Visual Materials in Reading Comprehension” using an experimental research design. The main objective of the research was to determine how effectively visual materials compressed reading. The class was divided into the experimental and control groups using pre-test and post-test items. While the experimental group received fresh instruction, the control group was left to proceed as normal (i.e. visual aids). This led to the discovery that the experimental group, which received instruction via visual materials, received higher average scores in seen text, unseen text, and Para-orthographic text compared to the control group. The average proficiency of the learners teaching through visual aids was higher by 2.5 in comparison to the students teaching through usual mode.

While reviewing to the literature I found that most of the researches conducted in the university are related to ELT materials. Additionally, the researchers are

concerned to the whether audio only or visual materials only. But, a limited number of researches have been carried out on the use of audio-visual materials in EFL classroom. Therefore, this research is different and unique. Most importantly, my research is different in the sense that no any research in the university has been carried to find out to observe the real scenario on the use of audio visual Aids in EFL classrooms. Since its study area and sample size are too different, it is also different from other studies.

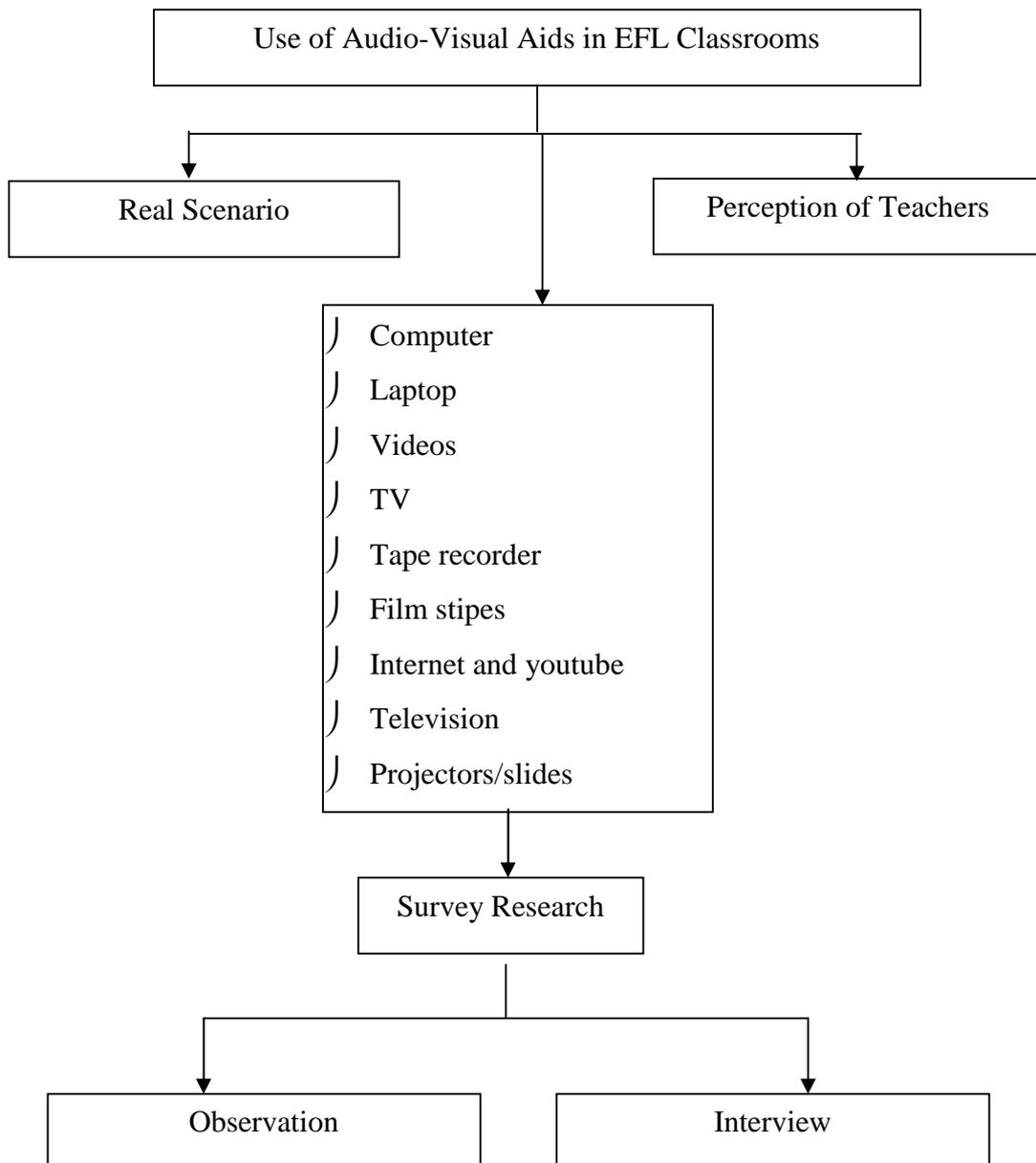
### **Implications of the Study**

The review of the study obtains the information from the variety of sources including books, articles, journals, thesis and so on. Through the empirical and theoretical review, I got information about the various procedures needed to conduct my research study. Regarding sampling strategies, use of tools, and analysis and interpretation procedures, I gained valuable information from these works. I got required insights from empirical and theoretical review. It seems that the above mentioned researches have their own value and standard. All these have made me inquisitive to carry out the research providing concept, importance, and activities about the research area. Keeping the importance of review of related literature in my mind I observed Brown (2007), Richards and Rodgers (1986:57) , Francis (2011), Dike (1993), Widdowson (1990), Allen (1956) , Ahmad (2013), Madhuri (2013) and so on. These observations took in depth of the theoretical as well as practical aspects of conducting research.

In the same way, I reviewed some empirical literatures with the objective of citing for the empirical literatures. To be specific, Anas and Zakaria (2019) and Prasasti (2011) assisted me in formulating objectives and constructing research questions. Likewise, Ashaver and Igyuve (2013) helped in designing research tools and deciding for data collection and interpretation. In the similar way, the study of Kausar (2013), Gautam (2011) and Joshi (2015) provided me guidelines to improve methodology. On the other hand, the study of Dangi (2021), Mathew & Alidmat (2013) and Merdas (2015) provided me insight to design the conceptual framework and enabled to fit the findings into the existing body of knowledge. In a single sentence the reviewed literature had significant value to make research scientific, systematic, relevant and consistent.

## Conceptual Framework

A conceptual framework is the representation of the understanding of the theories by the researcher and his/her own conceptualization of the relationship among different variables. It is the visual representation of the presumed relationship of the concept or variables that will involve in the study. The conceptual framework of my study will be as follows:



## **Chapter III**

### **Methods and Procedures of the Study**

A systematic study needs to follow a proper methodology to achieve the predetermined objectives. Therefore, I followed the following methodology to obtain the objectives.

#### **Design and Method of the Study**

I adopted survey research design to complete my study. Survey is the most commonly used method of investigating in educational research. It is a superficial study of an issue or phenomena. Survey research in education can be carried out either by a group of research or by individual. Careswell (2012, p. 376) writes, “Survey research design are procedures in quantitative research in which investigators administer a survey to a sample or the entire population of the people to describe the attitudes, opinions, behaviors, or characteristics of the populations.” It means to state that surveys research design is such a design which is quantitative in Nature and helps us to generalize the results to the entire population. Similarly, Nunan (2002, p. 140) says:

The main purpose of a survey is to obtain a snapshot of conditions, attitudes and events at a single point of time. Survey is most commonly used descriptive method in educational research, which is from large scale investigations to small scale attitudes.

From the above mentioned definitions, it can be said that data is collected at a single point of time aiming to obtain over view of a phenomenon, event, issue or a situation. Survey addresses the large group of population; sampling is the most to carry out the investigation. The sample should be representative of the study population as a whole. The findings of survey are generalizable and applicable to the whole group. In other words, surveys are used mostly in scale researches where a huge population in required to be include in research.

Survey research is a popular and widely used design in the field of education. Similarly, Bryman (1989 as cited in Sapkota, 2012, p. 138) writes, “Survey research

entails the collection of data on a number of units and usually at a single time, with a view of collecting systematically a body of quantifiable data in respect of a number which are when to discern pattern of association.” From the above discussion, we can conclude that survey is the important research design in the field of educational research. I strongly maintained the eight step procedure suggested by Nunan (2010, p.141) while carrying out this research work. I implemented the survey research design with a mixed-method approach, both qualitative and quantitative as it is better suited to answer my research question. The survey assisted me to identify specific respondents and appropriate location from where I can collect the data. In conclusion, my study was based on survey design because it includes the samples from a large population group and the finding of the result is generalized to the entire population.

### **Population, Sample and Sampling Strategy**

The population of the study were EFL teachers teaching at secondary schools in Kirtipur municipality. As a sample of the study, I interviewed 40 English teachers teaching in Kirtipur municipality. I also observed 15 classes of the teachers in between June 5 to July 15, 2022. I used purposive sampling strategy to select the sample of the study.

### **Research Tools**

Semi structured interview guidelines and observation were used for the tools of data collection and when necessary diary writing was also used as the supportive tool.

### **Sources of Data**

I used both primary and secondary sources of data. To fulfill the objectives of the study, I used the following sources:

***Primary sources of data.*** As a primary source, I interviewed 40 teachers and also collected data from fifteen English teachers by observing their classes.

***Secondary sources of data.*** Different journals, books, PDF files, researches and websites were used as secondary sources of data in the study.

### **Data Collection Procedures**

Firstly, I visited the specified high schools with the official letter from the department and asked for the permission with the principal. Secondly, I built rapport with the respondents and clarified the objectives of the study. Then, I interviewed five teachers i.e. one from each schools. After that, I observed fifteen classes of teachers with their consent. The information that was obtained from the teachers while interviewing was recorded and noted down in the diary whereas the observation results were filled and ticked in the observation sheet.

### **Data Analysis Procedures**

The acquired data is analyzed and interpreted in a statistical and descriptive way as per the need of the study.

### **Ethical Considerations**

In the research period, I was highly concerned on paying attention to different ethical aspects. The participation for the respondents was made entirely voluntary and they were not disadvantaged in any way in order to maintain research ethics. Most importantly, I strictly avoided plagiarism while processing the data.

## Chapter IV

### Analysis and Interpretation of Data

In this chapter, the systematically collected data are analyzed and interpreted using appropriate tools to fulfill the objectives. This section is concerned with the presentation, analysis and interpretation of the collected data. The collected data have been interpreted under two sub-headings as per the nature research tool.

#### Responses from the Interview

I interviewed 40 EFL teachers to investigate their perceptions regarding the use of audio visual aids in language classrooms. The data obtained from them has been presented using a mixed-method approach i.e. both qualitative and quantitative.

**Frequency of the use of audio-visual aids.** The table below shows the frequency of the use of audio-visual aids in language teaching. The table has categorized the responses in 3 categories as; in every session, often, During Listening and Speaking classes and rarely. The responses obtained from the respondents are presented in the table 1.

**Table 1**

#### Frequency of the Use of Audio-Visual Aids

S.N.	Frequency	Teachers	Percent
1.	In every session	0	0
2.	Often	22	55
3.	During Listening and Speaking classes.	15	37.50
4.	Rarely	3	7.50
	Total	40	100

From the table 1 it is notable that out of all total 40 interviewed teachers, 55% teachers said that they used the audio visual aids often in their classes. While 37.50% of the respondents reported that they used such tools during listening and speaking

classes but only 7.50% of the teachers said they use such tools rarely. The data elucidate that a clear majority of the teachers used the audio-visual aids often.

The responses obtained from the teachers state that they have been using the audio visual tools when possible to use in the classroom. In fact, the teachers had a common response that they mostly use such tools whether to held a listening and speaking session or to teach the difficult concept of literature such as while dealing with poetry. The teachers who use such tools often were found to be using the tools for dealing with vocabulary teaching as they could display the content through projector and also could get assistance from the online dictionary. Whereas, the teachers who use such tools during listening and speaking classes were found to be using the tools in a scheduled way as the routine they were provided by the institution. On the other hand, the teachers who were found to be using the tools rarely were found to be using the tools during the periods when they had to take the exams for listening and speaking. The reason behind using the tools rarely was due to the lack of information and technological support in the classroom and no proper motivation from the administration to use such tools. She replied,

*“The administration wants the listening and speaking activities to be conducted in the classroom, however there is no projector, speaker and even Wi-Fi at school. When I have to take I use my mobile phone to carryout listening and speaking activities. And, though I conduct, I don’t get satisfied as I couldn’t perform the activity well.”*

Teacher ‘K’ who uses the tools often said, *“I have scheduled a day i.e. Friday as an audio-visual day and during that day I usually display some videos and deal with vocabulary items.”*

While teacher ‘J’ shared his opinion as,

*“We have Tuesday as the Multimedia day. I am forced to apply that routine as I need to use projector and other ICT tools available in the school’s computer lab and generally when I feel like I need to bring some different flavours in teaching, I use on other days too, mostly to carry out Listening- Speaking and to deal with the poem.”*

On the other hand, teacher 'L' who uses such tools during listening and speaking classes only said,

*“My classroom is not ICT friendly. I arrange a laptop and speaker for usually twice a month and deal with listening and speaking activity. There are two reasons behind it, a. just for the shake of conducting and b. to get refreshed from the hectic schedule”.*

The data elucidates that teachers are aware of the use of audio visual tools in the classroom and they have been using frequently as per the schedule and when it's possible to carry out. The data also reveals that there is not much development of ICT tools in the classrooms as per the awareness level has been grown in the teachers.

**Sources of audio-visual aids.** The second question of the interview included the responses on the sources of the audio visual tools that the teachers were using. The responses were obtained limiting to four answers as; a. Institution's library, b. Educational websites, c. Commercial markets and d. YouTube.

**Table 2**

**Sources of Audio-Visual Aids**

S.N.	Sources	Teachers	Percent
1.	Institution's library	0	0
2.	Educational websites	25	62.5
3.	Commercial markets	5	12.5
4.	YouTube	10	25
Total		40	100

The table shows the responses of the teachers regarding the sources of audio visual aids they have been obtaining from. It is stated in the table that total 62.5% of the teachers download such contents from educational websites, while 12.5% buy such aids from commercial markets and 25% of the teachers download them from YouTube. The data shows that highest number of teachers download the audio visual contents from educational websites. During the interview, Teacher 'A' said, *“It is always convenient to search the contents on the YouTube as these days most of the*

*contents can easily be available there.*” While Teacher 2 said that he always surfed the educational websites as per the authenticity of the content. In the similar way Teacher ‘D’ replied, *“I don’t have a good connection of internet at my home and school too so, I prefer to buy the contents from the commercial markets.”* The teacher further added that he prefers to do so as he will be paid later for purchasing such items from the administration. While analyzing the data it is found that YouTube has been a greater source to the teachers as they could easily find related audio-visual contents on it easily and most importantly, the contents of the educational websites and the most of the contents of the commercial markets too were also easily found on YouTube.

**The expertise in handling audio visual aids.** The respondents were asked the third question in order to examine their expertise in handling the audio-visual aids during their interview. The responses were collected being limited on the three categories as; a. starter, b. satisfactory and c. highly skillful. The collected data has been presented in table below.

**Table 3**

**The Expertise in Handling Audio Visual Aids**

S.N.	Sources	Teachers	Percent
1.	Starter	6	15
2.	Satisfactory	34	85
3.	Highly skillful	0	0
Total		40	100

The table 3 displays the expertise of teacher in handling audio visual tools. While responding during the interview session 15% of the teachers said that they were starter while remaining 85 % reported as the satisfactory performer. Surprisingly, none of the teachers were found to be highly skillful in handling audio visual aids. The data in the table confirms that none of the teachers are confident in applying such tools skillfully in their classrooms. The reasons behind not having high skills in handling ICT tools was found due to no access of modern ICT tools in the classrooms and lack of in service trainings in handling the ICT tools.

**The need of the use audio-visual aids.** Everyone has a tendency to forget things. The effective use of teaching aids helps to retain more concepts permanently. The responses from the interview drew a theme that when students are adequately motivated by various instructional tools, they can learn more effectively. When responses were gathered regarding the necessity of using audio-visual aids in the classes, all of the teachers stated that the English teachers have a greater need for these tools.

When they were asked why they needed to use audio-visual aids in the classroom one of the teachers said, “*Some students cannot get the information in traditional ways but using audio-visual aids will help them to understand better*”. While another teacher said, “*It is necessary to improving English language skills by listening to native speakers and making the classroom sessions interesting.*” All the teachers agreed that audio-visual aids can be useful when teachers find certain language terms difficult to explain on the white boards. Teacher ‘C’ said, “*I am of the opinion that audio-visual aids can help students’ understanding.*” Few teachers also opined that teachers need not use audio-visual aids in the classroom. Teacher ‘H’ responded that, “*I can bring more understanding to the students without the use audio-visual*”. This means some of the teachers are also of the opinion that teachers can convey the idea without using audio-visual aids in the classroom as well since such tools cannot replace but facilitate the teaching learning process. Two of the teachers during interview said “*...though there is need of audio visual aids in teaching English, we feel comfortable with traditional methods of teaching because our classrooms are not well equipped and we are not trained.*” In this way, though all the teachers found the need for the English teachers to use audio-visual aids in the classroom and they are positive towards the use but they were not found to be that used to and comfortable in using such aids in the classroom.

**Frequently used audio visual tools.** The audio-visual tools urge students to participate more actively in their education, whether they are learning face-to-face or online. Students of all ages and academic levels can gain additional advantages from audiovisual tools. The fifth question, “*What are the audio visual tools that you use frequently while teaching English to your learners?*”, was asked to the respondents

with the objective to examine their frequently used audio-visual tools. The responses obtained from the teachers are mentioned in the table 3 below.

**Table 4**  
**Frequently Used Audio Visual Tools**

S.N.	Audio Visual Tools	Teachers	Percent
1.	TV	0	0
2.	Computers	10	25
3.	Medias	12	30
4.	Film Strips/videos	10	25
5.	Projectors /slides	8	20
Total		40	

Table 4 reveals that out of all the respondents, 10 teachers use computers, 12 teachers use medias, 10 teachers use film strips/videos and 8 teachers use projectors and slides frequently. During the interview they responded that they used frequently but not regularly. When the teachers were asked the reasons for not using the aids regularly, the common response was, .... *“we are not well trained and we spend more time and effort to fit the material to the lesson before using.”* Similarly, one of the teachers responded, *“We cannot ignore the fact that all the students in a class cannot be at the same competence level in English. So, I feel majority of the students are distracted.”* One the other hand teacher ‘C’ said *“...Personally, I feel uncomfortable to use on a routine base but I use in some of the occasions only.”* In a nutshell, all the are positive towards the use of ICT tools in the classroom and they also support that ICT tools can bring positive results, even they have been using frequently however they don’t do on the regular basis due to time constrains, lack of physical facilities and the because of the problem that they cannot cope with the development of technology.

**Reasons of using audio- visual tools.** During the interview session the teachers were asked a question to know the reasons behind the use of ICT tools in their classroom. They were also asked to state some of the advantages of using audio visual aids in language classroom.

The reasons as stated by the teachers were; Teacher 'A' "*It is because I am Interested in learning by using such tools and I believe they can be helpful to my students.*"

Teacher 'B', "*It's really a trouble to speak for the whole day. So sometimes in order to minimize the verbalism I make use of audio visual tools in my classroom.* Teacher 'C', "*I feel learners get demotivated when we apply similar methodology to teach in the classroom on a regular schedule. Therefore, in order to motivate students, I implement audio visual tools sometimes.*" Teacher 'E', "Aww...There is not such a clear reason. It is just for purposeful teaching during listening speaking lessons."

According to the teachers' comments, audio-visual aids can be used to teach all the English language skills, including speaking, listening, reading, and writing, to make learning more engaging for the students. Furthermore, they can be implemented for creative learning for the students, because the role of teachers is just guiding and facilitating in teaching when aids are implemented in the classrooms. It is also found that audio visuals also help teacher in psychology aspect because teacher can easily manage the classroom's complex situation due to the effective use of such aids.

On the other hand, some of the advantages as stated by the teacher regarding the use of audio visual aids in the classrooms were; Teacher 'A' "*It helps to make learning process more effective and conceptual.*" Teacher 'B', "*It helps to grab the attention of students.*" Teacher 'C', "*It builds interest and motivation teaching learning process for both the teachers and students.*" Teacher 'D', "*It enhances the energy level of teaching and it is even better for minimizing over burden of the classrooms.*" Teacher 'E', "*It provides students a realistic approach and experience.*"

To summarize the responses, audio-visual resources with the prescribed course content has a positive impact on the teaching-learning process in EFL classroom. Students find these resources useful in understanding difficult concepts given in the course books. They feel that use of these aids can increase retention. The utilization of audio-visual aids in the learning procedure makes better correspondence for the students. The use of audio-visual aids in the classroom assist both the teacher and students during the teaching learning procedure. It provides the learners with different activities which help them to acquire the target language. In fact, the use of audio-visual aids in the teaching process has transformed and improved the entire education

system. The internet has changed the tutorial system from the teacher-centred method of teaching into the student-centred learning mode. Earlier, the students were passive recipients of information and they used to take little part in the learning process. Therefore, English language teaching with the assistance of audio visual tools creates a student-centred learning environment which further develops the learners' critical thinking skills and also the ability of problem-solving.

**Selection criteria for audio-video tools.** In order to know about the ways, the teachers apply for the use of audio visual tools the respondents were asked the question, "How do you select the audio-video tools while teaching English?" The respondents answered various principles they had applied during the lessons. Some of them said they should meet the age and grade level, some of them reported they must be interesting to the learners while some others focused on the realization of the learning outcomes. Some of the criteria that the teachers had applied and suggested during their interview were: Teacher 'D' "*I give priority for natively prepared aids.*", Teacher 'K', "*They should be interesting and motivating.*", Teacher 'M' "*They should suit age, grade and understanding level of the learner.*" And, Teacher 'P' "*They should have match to the desired learning objectives.*" To conclude, the teachers selected the audio-video tools prioritizing native content, age and understanding level of the learners along with authentic contents that are significant to clear understanding based on desired objectives.

**Assistance of Audio-visual tools in teaching learning process.** It is undoubtable that effective use of audio-visual tools substitutes monotonous learning environments. The researches have also proved that audio-visuals as a teaching method stimulates thinking and improves learning environment in a classroom. In order to know whether such medias are helpful in teaching learning process I asked the respondents about the assistance of such aids in the teaching learning process. Responding to the question Teacher H said, "*They clarify the subject matter.*" In the similar way linking to the content Teacher C commented, "*They increase the curiosity in learning new things.*" On the other hand, Teacher P advocated the sensory skills of learning commenting, "*They make class room environment lively and strength students' memory by evoking all his senses.*" Whereas, Teacher K prioritized the classroom management skills by adding the opinion, "*They help to grab the attention*

*of students in an easy manner.*” While teacher C related his opinion linking to learning and innovation with his comments, *“Audio visual aids pave the path to introduce new methods to students which stimulate learners’ mind to create innovative methods.”* Furthermore, teacher O presented his view regarding addressing the large group, *“They help us communicate the information to the large number of audience at one stage.”*

To conclude, Audio Visual aids arouse the interest of learners and helped the teachers to explain the concepts easily. They also increased the personal understanding of the areas of learning for a successful and pleasant learning in the EFL classroom.

**The difficulties faced while using audio visual aids.** While interviewing the respondents, they stated several difficulties that they had faced while using audio visual aids in language teaching. Some of the commonly faced problems are clarified below;

*Time allocation.* Based on the data collected from the focus group interview, time allocation due to the stuffed curriculum and tight schedule is one of the challenges, encountered in using audio-visuals, stated by all participants. All participants remark that they are all bound to a stuffed curriculum and a tight schedule causing a critical lack of time which is for them the most important challenge in utilizing audio visual tools.

Teacher ‘B’ also mentioned time constraint as “the biggest challenge”, he encounters during lessons. He stated: *“...honestly speaking, it is 7<sup>th</sup> year of teaching and I’m still facing difficulties using audio visual contents in the classroom.”* Additionally, teacher ‘C’ said, *“we have a very limited time for each unit because there is no separate section for audio visual sections in the course book. And because the curriculum leaves no time for any extra activity besides the course book”*. The participants also stated that when there is a selected movie, appropriate for the subject matter, they can only use a five-minute snapshot of it to warm their students up as they have very limited time for following chapters and other skill practices on the course book.

*Incompetence in using technical facilities.* While the use of technology in classroom is increasing, many teachers are still struggling in incorporating it into their classes and wonder if doing so is the best course of action for them. The results from the interview reflected that ease of use and continuous assistance for appropriate usage are the most difficulties faced by the teachers.

When confronted with their inability to use the technical resources during their interview, Teacher 'C' and Teacher 'D' confessed that in the beginning days, they had a hard time utilizing video materials due to their incompetence in the use of technology. Teacher 'C' said, "*I still remember my excitement in my first lessons, when I knew almost nothing about how to get use of technical devices.*" In addition, Teacher 'E' confessed that he sometimes quits trying to utilize audio-visuals when he faces an insistent technical problem and turns back to course book activities.

From the interview it is conceptualized that during initial stages of integrating classroom sessions with technological aids, teachers may experience difficulties and failures. Teachers who find it hard to accept these failures may stop using technological aids in the classroom. When teachers fail to make effective use of these resources, students tend to find audio-visual aids irrelevant.

*Poor maintenance of technical facilities.* All the respondents stated that though they are experienced in dealing with the audio visual aids, they are sometimes discouraged and defeated by the constant occurrence of technical problems due to poor maintenance of school's technical facilities. The teachers stated that sudden occurrence of technical problems about the computer, the driver in the computer; the projector or electricity can disrupt the proper use of video and demotivate them in using video in lessons.

*The problem of video selection.* During the interview, one of the issues that all the participants shared a common opinion on was the vital importance of video selection appropriate for the subject matter of the current lesson, for the interests and needs of the students, and for their level of English. To begin with, all the teachers agree that the problem or workload of selecting an appropriate audio-visual material occurs when they cannot or do not always prefer to use the readily downloaded contents from the of the CDC's websites. The participants all reported that besides the

video activities in course books, internet is the mere and the most available source of various video materials for them. They also commonly stated that when it comes to video selection on internet, it is a huge workload.

Teacher 'D' said, "*It sometimes takes my hours to find a piece of video that has parallel content with our lesson for only a five-minute warm-up activity.*" Teacher 'B' also added, "*not all the videos on internet are readily prepared for the purpose of teaching English, or teaching specifically our subject matter*". In addition, the selected video should be appropriate for the interests and needs of the students. „We cannot ignore the fact that all the students in a class cannot be at the same competence level in English. In spite of the fact that selecting appropriate audio-visual materials on internet is a huge responsibility and additional workload for the teachers, they all agreed that once the perfectly fit video of the content is available, it is a joy to start your lesson with it, since it serves as a wonderful ice breaker and a practical tool for your students' motivation.

*The effectiveness of audio visual aids in language teaching.* From the interview of the teachers it is found that, in order to effectively use technology in the classroom, teachers need to hold a positive attitude. During the classroom sessions, students observe the attitudes, teaching styles and innovative techniques of their teachers. Students form opinions and assumptions on daily-basis and a successful teacher has to meticulously integrate course content with technological aids for effective classroom instruction. A practicing teacher should realize that too much audio-visual material used at one time can result in boredom. Frustration and negative tendency may be visible in the students when the materials used in an audio-visual session are unsuited to their cognitive levels.

To sum up the, the findings of the interview showed that almost all the teachers were aware of audio visual aid in language teaching, however they were reluctant to use it in the classroom environment due to lack of competent knowledge, guidance and skill to incorporate within the regular teaching hours.

## **The Analysis of the Data from the Observation**

The primary source of data has been obtained through observation checklist as well. During my research period, I observed 15 classes in between June 5-July 15, 2022 to examine the real scenario on the use of audio visual aids in EFL classrooms. The data collected through observation with the help of diary keeping has been analyzed under following headings.

*Commonly used audio-visual aids.* The fifteen classes that were observed to have ideas of the usage of audio-visual materials were facilitated with different audio, visual and audio and audio –visual materials. The most common audio materials used in those classes were mp3 of listening text, songs and conversations. The visual aids used in the classes were pictures and news paper cutouts whereas audio visual aids they were used frequently were mobile phones, laptops, projectors and televisions. 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, such aids were used to provide the learners with the correct pronunciation and to check the understanding of the learners. Besides, the tools were used to test the listening skills of the students with follow up activities.

*Use of audio-visual aids and the learner's activeness.* Out of observed 15classes, in 13 classes, the learners were active when the audio visual aids were used during the lectures. However, in 3 classes, audio visual aids could not activate the students. The reasons why students in those classes could not be active were; improper planning and ineffective presentation of the contents.

Teacher A when he was teaching '*Ant and the Grasshopper*' on June 6 in grade 10 could not fix the projector properly and continued teaching in the traditional way. In the similar way, when teacher B was playing the video of the poem '*Stopping by the Woods on a Snowy Evening*', while teaching in grade 9 on same day (June 6) June from You Tube, the video was buffering and it created a noisy environment, consequently the teacher postponed the lesson for the next day. Likewise, when teacher D was teaching about biography of *Yogamaya* in grade 10 on June 7, the sound of his laptop was not audible. The problem of audibility of sound created the disturbance in the classroom, hence he stopped the lecture and assigned reading the

students. Some of the students insulted the teacher stating, “*the teacher is not prepared properly, so he assigned us the reading text.*” In conclusion, effective use of audio-visual aids substitutes monotonous learning environments. However, if the institutions do not have adequate resources and the if the teachers are not trained or prepared well, the use of audio visual aids in the classroom even cannot concentrate the students.

*Criteria for the selection of audio-visual aids.* It is necessary to design and implement lessons that address all students’ academic needs, learning styles, and multiple intelligences. Similarly, the concern of the students’ individual needs and their desire to take individual interests is to be taken into account while using any kind of aids in the classroom. During the classroom observation, I found the aids were not selected by thinking about the interest and abilities of the students neither they were selected by examining their appropriateness for the particular learning activity. In fact, the teachers had selected the tools on the basis of availability neither being based on the requirement to the content. For example; while teaching about the etiquettes on *A World Guide to Good Manners: How not to Behave Badly Abroad* in grade 10 on June 13, teacher E showed the video that contained some of the manners about social etiquettes, however, the content of the videos was not exactly similar to the reading text. Likewise, while teaching about project work on *Bhedetar* for the same grade, Teacher B on June 16 played the video in Nepali. Furthermore, when teacher E was dealing with the memoir on July 8 in grade 10, *Memoirs of my Visit to France*, she demonstrated an irrelevant video about France though she was required to display the video of museums of France. In conclusion, while selecting the video contents, the teachers had done it just on the basis of availability on the You Tube.

*Use of locally available materials.* The local materials for the contents were less used by the teachers. However, the teachers focused on the use natively prepared materials available on CDC’s websites. Talking about giving priority for the familiar contents, the teachers tried their best to link up some of the contents during writing and reading sessions. Teacher C used a video posted by a private institution from Kathmandu on You Tube for teaching writing “*Native language is better than the English language*” on 13<sup>th</sup> July. The documentaries and the film strips also were used by the few teachers to link the familiar teaching materials to the content e.g. Teacher

B used the documentary from Nepal Tourism Board's website *www.welcomenepal.com* while teaching *Bhedetar* for grade 10 on July 15. Similarly, Teacher A used a Nepali documentary to warm up students before teaching '*A World Guide to Good Manners: How not to Behave Badly Abroad*' in grade on June 10. On the other hand, teacher D used a documentary in local language while dealing with the reading text '*Poon Hill Yoga Trek in Nepal*' for grade 9 on July 9. Regarding the tools, almost all the audio-visual tools TV, computers, projectors etc. were familiar to the students as they were frequently used in the classrooms.

*Teachers' accessibility to learners while using audio visual aids.* During my observations I found that majority of the students were silent and watched the content carefully when the classes went without any technical problems. Also the teachers welcomed to the questions when asked by the students. However, I also realized that some of the teachers used the aids just to give a different flavor and in some cases for the formality as well. I also noticed that most of the teachers could not take considerations for those in the back benches of the classroom. Confused students were not addressed properly. Of course teaching in person, for many, is challenging enough but shy students in the classrooms were found to have suffered. To conclude, a student can learn better if s/he gets sufficient support from his/her teachers so, the role of teacher is also very important during the use of audio visual aids in the classrooms.

*Audio-visual aids for learners' self-motivation.* It is evident that because of considerable student interest in audio-visual contents such as movies, learners seem to have self-motivation for learning the language. For example, films have the power to educate, inform and influence an individual's mind for the better learning. By watching a film, learners can be motivated to learn on their own pace. During the observation, I found teacher 'E' in grade 'IX' used a short movie '*Paper Man*' for warming up before teaching movie review on July 9. Being inspired by the movie, some of the students started watching short movies. Eventually, they developed their speaking skills. Hence, it was found that audio visual aids encouraged teaching learning process and made the learning interesting. When such tools were used effectively in the classes the learners were found to have learnt on their own pace. Therefore, it is proved that learners are motivated self when audio visual aids are used during the lessons. During my observations, I came to know that the students had

learnt the content based on their own intelligence level and interest rather than on teachers' lectures about the audio visual contents. It was also found that the aids increased student's interest and motivated the students to learn the English language better. On the other hand, it was also noticed that the excessive use of authentic texts sometimes leads the learners to feel frustrated, confused and de-motivated. To conclude, students' self- satisfaction of the learners is improved when there is adequate use of audio-visual tools.

*Audio visual aids to increase students' participation in learning.* While examining whether audio visual aids promote students' participation in learning it was found that the audio visual aids arouse the interest of learners and also help the teachers to explain the concepts easily. Such aids when used effectively in the classroom, always encouraged the teaching learning process learning e.g. the visual effect in the presentation attracted the attention of the students when teacher 'B' applied power point projection to teach the story 'Health is Wealth' in grade 9 on July 15. So, PowerPoint slides promotes students' participation as presentation has become more dynamic with attractive slides and audio-visualized equipment. On the other hand, teacher 'B' played movie's clipped video to practice students with dialogues about *Making Plans and Intentions* for grade 9 on July17. During the lesson he conducted role play activity to students. The students participated with the greater enthusiasm. They practiced the dialogues of the movie by reading the subtitles. As audio visual aids while used in the classroom encouraged learning and students were found motivated towards the learning process, it can undoubtedly be said that audio visual aids always promote students' participation in learning.

*Audio visual aids and English language learning.* It is undoubtable that audio visual aids can be beneficial for better English language learning. During my observations on fifteen different lessons, I found that the use of audio visual aids in a well physical set up classrooms with the proper planning made learning authentic and saved lots of time. To be specific, use of such aids saved time from long and boring explanatory class and helped the students to understand the complex contents easily. The learners could learn the better speaking skills and listening skills as they were provided with the opportunity of native's exposure. Additionally, different slides, motion pictures, clips from You-tube short films, motion stories with captions played

an important role in understanding words, word groups and gradually the sentence structure. The learners were able to grasp some words in the initial stage. But their regular practice led on to grasp word groups and then to sentence structure. Therefore, film strips can show not only those condition which the teacher can present in the class but also many of these which he cannot. Not only that, if can be shown repeatedly, will lead to long term memory of words, phrases and so on. This is just an example of use of such aids for English learning in a practical way. Lastly, since English is a foreign language and the EFL teachers don't have equal proficiency of language like of the natives', its necessary to implement such tools in the classrooms.

*Effectiveness of teaching learning through audio visual materials.* The use of audio visual aids in language classes is absolutely effective because it makes the whole process simple, productive and enrich the learning activities however there always comes the question how skillful are the teachers and how do they implement such tools in the classrooms. During the observation period, I found that teaching becomes interesting when a teacher uses different audio visual tools because it directly involves student in the teaching- learning process. It makes lessons enjoyable and memorable. Teaching materials are key factor in creating effective teaching and learning environments. I found that audio visual aids directly address to the five senses so the chances of forgetting become less and process of learning becomes more effective. To illustrate, teacher 'D' used a motivational video while teaching a speaking activity on July 12. The video was about a man who does not have any legs and hands but he could jump, walk, play football, play drums and could also swim. After the video was over he conducted a speaking activity to share the learners' feelings and the inspirations from the video. In fact, attention, motivation, concentration and retention of facts are enhanced through the use of audio-visual materials in classrooms. Therefore, effectiveness of teaching learning through audio visual materials is undoubtable.

*Audio- visual aids and learning achievement.* Audio visual aids are especially important to learn a new language because they develop the proper images in their mind and create an interesting atmosphere for the students to make learning easy and clear. Such aids help to increase the vocabulary and simplify the course because teacher can deliver lectures easily and explain the concepts of chapters. Teaching aids

enable all students of the class to participate actively and they can relate the topic to real life situations. During the observation of fifteen classes of the teachers, I found learners were motivated, they were enjoying the lessons and also were eager to learn the contents when they got the opportunity to learn the authentic contents. In the similar way, I found the audio-visual resources offer the opportunity to learn by doing. It was also found that they actively participated during the lessons in most of the cases, therefore, it can be claimed that audio- visual aids facilitate in improving the quality of learning.

*Audio visual aids and authenticity of materials.* During the observation session I found that audio visual aids created an authentic communication between the readers and the text. It made the reading process faster and active. The students felt more engaged with the text through audio visual aids. In a class of Teacher 'A' on June 9, he used a movie clip to teach pronunciation through conversations; it helped the learners learn the correct pronunciation in a native's way. Teacher 'B' also used a video clip to teach vocabulary on June 13. He used a variety of accent of English language. During the lessons, the students learnt the various styles of speaking and the supporting non-verbal expressions watching the videos of English speakers leading to post session activities like group discussion, role play, presentation, debate, quiz, conversations etc. Therefore, by listening to the conversations of the native speakers, the students can improve their listening skills in an authentic way, which is not always possible by listening only to the class lectures. To sum up, audio visual resources provide the learners with extensive language exposure in an authentic way which is indeed mandatory for learning the language.

## Chapter V

### Findings, Conclusions and Recommendations

This chapter deals with the major findings and conclusion of the study. It also deals with some recommendations in different levels made on the basis of the major findings.

#### Findings

The survey research " Use of Audio Visual Aids in EFL Classrooms" was conducted to investigate the perceptions of EFL teachers regarding the use of audio visual aids in language classrooms and observe the real scenario on the use of audio visual aids in EFL classrooms. The findings obtained after interviewing and observing classes of the teachers have been presented under two sub headings:

**Findings from the interview.** Regarding the use of audio visual tools in the classroom, 55% teachers used the audio visual aids often while 37.50% used such tools during listening and speaking classes while only 7.50% of the teachers used such tools rarely. Responding to the access audio visual aids, total 62.5% of the teachers download audio-visual contents from educational websites, while 12.5% bought from commercial markets and 25% of the teachers downloaded them from You Tube. Talking about the expertise of teacher in handling audio visual tools, 15% of the teachers said that they were starter and remaining 85 % reported as the satisfactory performer. Similarly, the responses obtained from the interview also showed that the use of audio visual aids is considered as an unavoidable approach in language learning as all the teachers reported that there is need for the English teachers to use audio-visual aids in the classroom. On the other hand, the data also shows that use of audio-visual resources requires more care because it provides opportunities for effective communication between teachers and students in EFL classroom. In this context as technologies have the potential to support education across the curriculum, EFL teachers should have deeper understanding in the selection and use of the audio visual resources.

**Findings from the observation.** While observing total 15 classes of the teachers I found in most of the classes where audio-video aids were used adequately, attracted the attention of the students and also made them active. It was also found that, it is the responsibility of the teachers to check the quality and authenticity of these resources because the effective use of these aids saves time in learning and students can develop a keen observation and interest in classroom sessions. Similarly, it was also found that integrating audio-visual resources with the prescribed course content has a positive impact on the teaching-learning process in EFL classroom. Most importantly, utilizing such aids with innovative teaching practices can make the teaching-learning process more effective and interesting. Hence, a good understanding of audio-visual resources can make the EFL classroom interactive.

### **Conclusions**

Language learning is a complicated procedure which needs the language teacher to utilize current innovations that infer the employment of logical information to useful undertakings by associations that include individuals and machines. Technology cannot be isolated from society. Audio-visual aids are powerful instructional tools that help in developing a student's language skills. Using audio-visual aids in the foreign language classroom can enhance the student's motivation to learn the language. Many teachers stated that audio-visual aids increased student's participation and engagement in the classroom. The students also feel that audio-visual aids can help improve their learning as they supply them with a wealth of knowledge. However, to satisfy its pedagogical purpose, audio-visual aids should be judiciously selected as per the course syllabus, student's interests, and their proficiency level.

The findings of the study suggest that using audio-visuals as a teaching method stimulates thinking and improves learning environment in a classroom. In fact, an effective use of audio-visual aids substitutes monotonous learning environments. Therefore, to make audio-visual sessions effective, teachers need to experiment and test the resources prior to classroom instructions. Students develop and increase personal understanding of the areas of learning when they experience a successful and pleasant learning in the EFL classroom. However, relying too much on these audio-visual aids and resources during teaching sessions lead to monotony and

boredom. Therefore, practicing EFL teachers should be given training in the effective use of audio-visual aids and resources.

### **Recommendations**

The following recommendations have been drawn on the basis of the findings of the study. The major recommendations at various levels have been presented as follows:

**Policy related.** The audio-visual materials, selected and prepared on listening and speaking should be revised by a commission of course instructors and student representatives so that audio-visual contents can be contextual and appropriate to students' and teachers' socio-cultural context. The curriculum of English course book should be designed in such a way it gives priority for the use of audio-visual materials. Additionally, the Ministry of Education should appeal to non-governmental organizations, the private sectors and other stake holders to assist in supplementing and substituting the educational materials and teaching /learning aids like audio and visual materials and software packages.

**Practice related.** Firstly, the school administration must respect the opinions of the teachers regarding the usage of audio visual aids. Secondly, the teachers should give importance to the students' opinion regarding the audio-visual aids' understanding. Following to these, refresher courses, workshops and conferences should be arranged for the teachers for improving their skills of using visual aids to the needs of students. And, most importantly, the high school teachers should be exposed to teaching resources such as audio and visual aids, computers, photographic materials such as film strips slides, photographs, flat pictures and internet.

**Further research related.** The current study has been limited to secondary level teachers, therefore, other levels should be further investigated in this field. Similarly, this study covered a small scale due to time and expense constraint, therefore the further researches can investigate in a large scale. Moreover, this research can be a reference to other researches who wish to conduct a research on similar area.

## References

- ACTL, (2016) .*American council of teaching of foreign languages* 16,(4), retrieved from <http://www.actfl.org/news/position-statements/role-technology-language-learning>
- Ahmad, T. 2013. *Audio-Visual Aids in Teaching*. <http://dailykashmirimages.com> . Retrieved on December 21st Jan, 2022.
- Allen, William. 1956. Audio-Visual Materials. *American Educational Research Association* Vol 26, (2), 125-135.
- Ashaver, D., & Igyuve, S. M. (2013). The Use of Audio-Visual Materials in the Teaching and Learning Processes in Colleges of Education in Benue State-Nigeria. *Journal of Research & Method in Education*, 1(6), 44-55.
- Brown, D. H. (2007). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Pearson Longman
- Brown, H.D. (1993). *Principles of language learning and teaching*. London: Prentice Hall.
- Capper, J. (2003). Complexities and challenges of integrating technology in the curriculum. *TechKnowLogia*, 60-63.
- Cengizhan, S. (2011). *Effective use of instructional materials and technologies in teacher training: expectations and opinions of teacher candidates*. *International Online Journal of Educational Science*, 3(2), 641-662. Retrieved from <http://www.majersite.org/issue2/ozaslanandmaden.pdf>
- Craswell, T.W. (2012). *Educational research: Planning, education and evaluation quantitative and qualitative research (4<sup>th</sup> ed.)*. Delhi: PHI Learning.
- Dangi, H. (2021). *Effectiveness of visual materials in reading comprehension*. An Unpublished M.Ed. Thesis, K.U., Dhulikhel.
- Dike, V.W., 1993. *Library resources in education*. Enugu: ABIC Publisher.
- Eaton, S. E. (2010). *Global trends in language learning in the twenty-first century*. Calgary, Canada: Onate Press.
- Francis, A. (2011) *Library Experts Speaks on Audio Visual material*. A paper presented at the United Nations Educational, Scientific and Cultural Organization (UNESCO) World Day of Audio Visual Heritage. Lafia.
- Gautam, Y.P. (2011). *Effectiveness of visual materials in developing reading skill*. An Unpublished M.Ed. Thesis, T.U., Kirtipur.

- Geddes, M. and Sturtridge, G. 1982, *Practical language teaching* retrieved from URL - <https://books.google.com.np/books?id=N681AQAAIAAJ>
- Harmer, J. 2001. *The Practice of English Language Teaching*. UK: Longman.
- Harmer, J. (2007). *The practice of English language teaching*. Edinburgh Gate: Pearson Education Limited.
- Hiral. 2015. Using Visual Aids as Authentic Material in ESL Classrooms. *Research Journal of English Language and Literature (RJELAL)* Vol 3(1), 30-46
- Johnson, L. B. (1946). Use of Audio-Visual Aids in Foreign Language Teaching. *The Modern Language Journal*, 30 (7), 404-412.
- Joshi, A.S. (2015). *Designing ELT materials for teaching English: teachers' perceptions and practices*. An Unpublished M.Ed. Thesis, T.U., Kirtipur.
- Kausar, G. 2013. *Students' Perspective of the Use of Audio visual Aids in Pakistan*. Pakistan : International Islamic University.
- MOE (2011). *Shaikshaik Suchana*. Kathmandu: MOE. Retrieved from google.com on 7<sup>th</sup> March 2021
- MOE 2013, *ICT in Education Master Plan*; JournalKathmandu: MOE. Retrieved from google.com on 5<sup>th</sup> Oct 2018
- Prasasti, P. W. 2011. *The Effectiveness of Using Audio Visual Aid in Teaching Speaking of Interpersonal and Transactional Conversations (an experimental research at the eighth graders of SMP 1 Randublatung in the academic year of 2010/ 2011)*. English Department. Faculty of Languages and Arts. Semarang State University. Unpublished undergraduate thesis.
- Richards, J.C., and Renandya, W.A. 2002. *Methodology in Language Teaching*. Cambridge: Cambridge University Press.
- Rijlaarsdam, G. (2005). *Effective learning and teaching of writing*. Boston: Kluwer Academic Publisher.
- Sapkota, A. (2012). *Research methodology in language education and thesis writing*: Kathmandu: Sunlight Publication.
- Sharma, B. (2012). *Readings in advanced English language teaching methodology*. Nepal: Intellectuals' Book Palace.
- Sharma, B.K. &Phyak, P. (2006). *Teaching English language*. Nepal: Vidhyarrthi Prakashan.
- Singh, N. 2012. *What are the main advantages of audio visual aids?* Retrieved from <http://www.preservearticles.com>.

- Thamil, S.D., 2007. *Audiovisual aids in education*. Retrieved from <http://avaudiovisualaids.blogspot.com/2010/10/av-aids-inteaching.html/>.
- Tomalin, B. (1986). *Video, TV and Radio in the English Class*. London: MacMillan.
- Umar, F., 2014. Audio visual aids in education, definition, types and objectives. Egypt: MIER University Press.
- UNESCO (2002). *Information and Communication Technologies in Teacher Education, A Planning Guide*. Paris: UNESCO. Retrieved from google.com on 5<sup>th</sup> Oct 2018
- Widdowson, H., (1990). *Aspects of language teaching*. Oxford: Oxford University Press.

## Appendices

### Appendix I

#### Semi Structured Interview

Name of teacher(Optional): .....

School: .....

#### **The Use of Audio Visual Aids in EFL classrooms**

1. How often do you use audio-visual aids in language teaching?
  - a. In every class
  - b. Often
  - c. During listening and speaking classes
  - d. Rarely
2. What are the sources of such audio/visual tools?
  - a. Institution's library
  - b. Educational websites
  - c. Commercial markets
  - d. Youtube
3. How is your expertise in handling audio visual aids during the class?
  - a. Starter
  - b. Satisfactory
  - c. Highly Skillful
4. Do you find the need for the English teachers to use audio-visual aids in the classroom?
  - a. Yes
  - b. No
  - 4.1 If yes, why do they need to use audio-visual aids in the classroom?
5. What are the audio visual tools that you use frequently while teaching English to your learners?
6. Why do you make use of such tools? What are the advantages of using audio-visual aids in the language classroom?
7. How do you select the audio-video tools while teaching English?
8. Do you think such medias are helpful in teaching learning process?

9. What are the difficulties you are facing in using audio visual aids in language teaching?
10. What can be effectiveness of audio visual aids in language teaching?

**Appendix II**  
**Observation Sheet**

**A. Observation Checklist**

<b>SN</b>	<b>Statements</b>	<b>Yes</b>	<b>No</b>
1.	Audio visual aids in the language learning classroom made the learner active.		
2.	The audio visual aids were carefully personalized in an attempt to meet the individual needs, interests, and abilities of the students.		
3.	The instructor used locally available and familiar materials.		
4.	The content displayed via such aids was selected according to the mental level of the students.		
5.	The Instructor was accessible and helpful to the learners with the use of audio visual aids.		
6.	The aids made the learners self-motivated.		
7.	The audio visual aids promoted a greater students' participation.		
8.	The audio visual aids were beneficial for better English language learning.		
9.	Teaching learning was found effective through audio visual materials.		
10.	Audio- Visual aids facilitated in improving the quality of learning.		
11.	Audio visual aids motivated students for their learning.		
12.	Audio Visual aids were beneficial to present varieties of authentic materials in the classroom.		