



THE EFFECTIVE USE OF AUDIO-VISUAL AIDS IN ENGLISH CLASSROOMS AS A FOREIGN LANGUAGE CLASSROOMS: A STUDY WITH IMPLICATIONS FOR INSTRUCTION

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Abstract

A creative and diverse teacher is essential in EFL lessons. Teaching gets difficult when textbooks contain a lot of interactive exercises. Students are greatly inspired by the widespread use of audio, video, and technologically enhanced materials. However, a detailed assessment of the resources and instructional tools used in the classroom reveals numerous problems with EFL teaching and learning environments. This study was conducted to find out students’ perspective on the usefulness of audio-visual aids in English classes at American Language and Computer Center (ALC). Findings of the study give insights on EFL students’ approach to using technological aids.

Keywords: EFL, Audio-visual, Teaching, Learning

Abbreviation: EFL = English as a Foreign Language

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1. Introduction

English as a Foreign Language (EFL) and other second language (L2) learning environments have been drastically altered by technological advancements. Learners no longer rely entirely on teachers and textbooks. (Abdulrahaman,2020) The integration of technology and multimedia technologies opens up new pathways for exposure to the target language, as well as the possibility to improve specific language skills and subsystems. This research is on the use and perceived effectiveness of technology, multimedia, and audio-visual aids in EFL contexts, focusing on their use in both formal and informal settings, their impact on specific language skills, and learners' and educators' perspectives. In general, both teachers and students see technology in English language instruction favorably. Students say that using technology to improve their language skills has been beneficial. Students might be motivated to study English in a fun and creative way by using multimedia resources. Additionally, they can stimulate pupils' interest and motivate them to pick up new vocabulary. In order to enhance their understanding and learning process, students indicate a need for technological resources in the classroom. Technology is viewed as essential and can add interest to language study (Abdulrahaman, 2020).

Facilitation, motivation, performance expectancy, behavioral intention, social variables, pedagogical considerations, and effort are some of the aspects that affect how teachers use multimedia technologies. For teachers to use multimedia technology effectively, they must have access to all the tools they need, including computers, projectors, and the internet. Multimedia is thought to help with lesson presentation and is crucial for teaching English. Additionally, educators express favorable opinions about multimedia technologies. They might still require additional resources and assistance, though. There have been studies on teachers' visual issues when using technology, even though many teachers claim having outstanding technology expertise and awareness (Afouras, 2018).

Expanding learners' experiences and abilities through internet access and abundant information availability is one advantage of multimedia. It facilitates idea sharing, peer and instructor discussion, collaboration, and interaction, and it also helps students become less bashful. Audio-visual aids can inspire pupils and help teachers and students understand one another better (Ahmad, 2018). But there are obstacles. In certain places, internet access can be sluggish and unavailable. There are certain drawbacks, such the requirement for an online connection to learn and advertisements during study sessions. There are still issues with teaching strategies and the usage of conventional tools in writing (Abdulrahaman, 2020). Despite the advantages, students still need to use learning methodologies because technology alone is insufficient. Self-directed learning and novel study techniques might be necessary for successful technology-enhanced learning (Al-Ajmi NH, 2020).

1.1 Research Objectives

The study on the efficient use of audiovisual aids in English as a foreign language (EFL) classrooms usually aims:

- To examine how audio-visual aids facilitate effective teaching and learning of English language skills in EFL classrooms.
- To investigate the impact of audio-visual aids on students' language development, including listening, speaking, vocabulary acquisition, and their overall motivation.
- To explore teachers' and students' perceptions regarding the usefulness and effectiveness of audio-visual aids in the language learning process.

1.2 Research Questions

1. How do audio-visual aids facilitate effective language teaching and learning in EFL classrooms?
2. What are the impacts of using audio-visual aids on students' language skills, such as listening, speaking, vocabulary acquisition, and overall motivation?
3. How do teachers and students perceive the usefulness of these aids in the language learning process?

2. Literature Review

Regarding language subsystems, students say they use technology to improve their vocabulary and grammar. Technology-based solutions were found to improve their vocabulary more than their grammar and pronunciation (Maharani, 2024). Technology-based informal learning was found to improve all three language domains: vocabulary, grammar, and pronunciation. Research examines the effectiveness of multimedia in supporting vocabulary acquisition, and it is widely regarded as a great tool for improving students' comprehension of appropriate language and terminology (Moya Moreno, 2024).

But the effects of technology vary depending on the competence. The least developed ability while using technology tools informally was consistently found to be writing. Instead of using technology for academic writing, students mostly use it for casual conversation. Although students did utilize technology in the classroom to write, they only used it for informal, short form writing. Nevertheless, according to one study, students' confidence, communication, and writing abilities were all enhanced when Facebook was used in a writing class (Abdulrahman, 2020). Another tool touted for writing skills is Grammarly. Multiple elements, such as text, music, video, images, animation, and 3D, are frequently combined in multimedia tools. Around 2012, combining audio and video became commonplace, and 3D followed later. These pairings are thought to be essential for facilitating information processing and maybe improving student performance (Nina Rosiana, 2021).

A variety of educational contexts make use of technology. Teachers are urged to incorporate digital materials and technology tools into their lessons in formal classroom settings. Students' reliance on teachers and textbooks has decreased significantly as a result of the widespread usage of technology in L2 classrooms. Research investigates the use of multimedia in English instruction. Additionally, online education has been used, especially during the COVID-19 pandemic. English teachers have come up with ways to educate online, such as creating PowerPoint presentations and videos that explain concepts and providing links to YouTube videos. However, there may be challenges when converting in-person content to online formats (Charanjit Kaur Swaran, 2021).

Technology also has an important influence on non-formal learning environments outside of the classroom. Using internet resources for self-regulated learning is part of this. The primary usage of technology-based solutions is for self-directed informal learning. In situations where there are obstacles like sluggish internet connectivity, the use of technology in informal learning is very pertinent. Using social media, becoming inspired by someone, and visiting websites and social networks are some of the unique tactics found in casual situations. One noteworthy tactic is to draw inspiration from more proficient English speakers on social media platforms like WhatsApp (Mohanad Abdulkareem, 2022).

Localized insights into the use and perception of technology and AV aids in various EFL learning environments can be gained from studies that concentrate on regional contexts, such as Yemen, Libya, Kuwait, and Malaysia (Bin-Hady, 2021).

3. Research Methodologies

It was a cross-sectional quantitative study with purposive sampling. The study included 105 undergraduate students of American Language and Computer Center (ALC), Peshawar, Pakistan. Their program's course texts are highly dependent on audiovisual components. Given that the study focuses on the use of audiovisual aids in EFL (English as a Foreign Language) courses, it was critical to collect student feedback on how these resources affect the English teaching and learning process. Students were advised that their involvement was exclusively for research purposes and would have no bearing on their academic evaluations. It was believed that EFL students would find it easier to express their opinions through written comments. As a result, a questionnaire with 3 questions was developed to collect information about the use, usefulness, and linkage of audiovisual aids with English language classroom sessions. Assistance was available from the researcher if participants encountered difficulties understanding any question.

4 Analysis

4.1 Technology and Media in EFL Learning

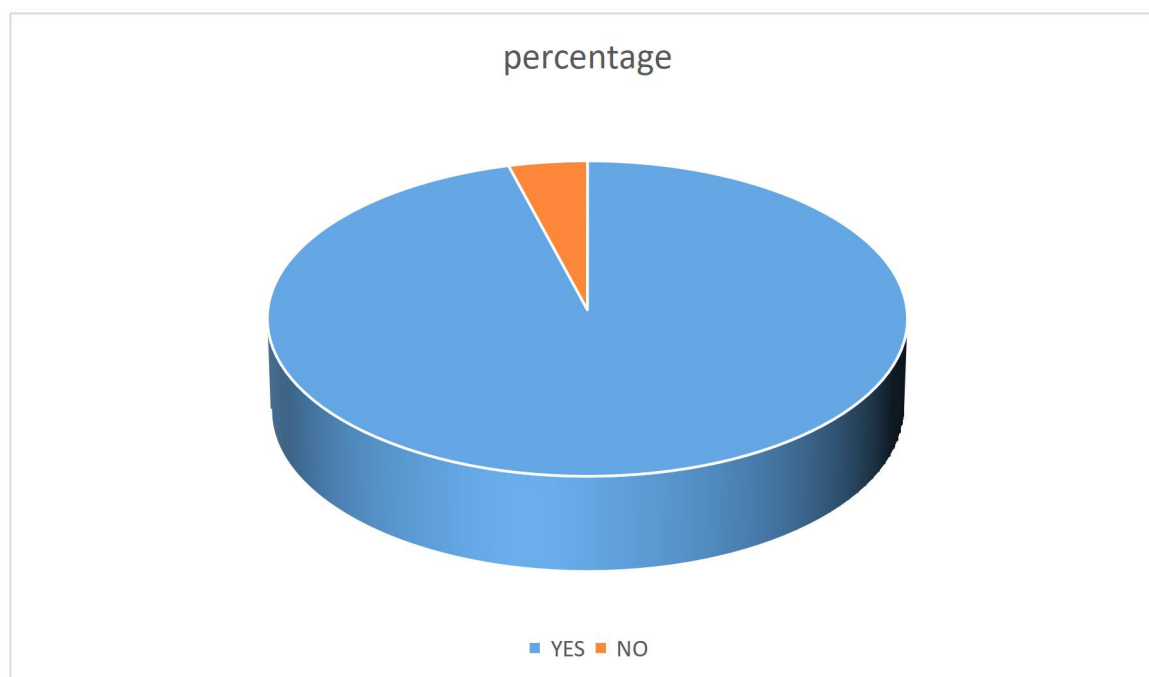
Technology and digital tools offer several opportunities for English study (Al-Ajmi, 2020). Learners use a varied assortment of technologies and platforms outside of the typical classroom setting (AlAqad, 2022). These include using connectivity and E-learning platforms such as WhatsApp, Imo, and Facebook, accessing social networks and websites, watching movies, news channels, and other media, reading ebooks with browsers, and utilizing educational apps. Technology also provides access to internet materials and media such as films and online dictionaries for self-directed study (Bin-Hady, 2021).

Multimedia and audio-visual (AV) tools are particularly important. Multimedia is the communication of information using diverse elements such as text, graphics, photographs, audio, and video. Studies highlight the use of digital audiovisuals, YouTube videos, multimedia presentations, and even subscription video-on-demand (SVoD) services such as Netflix. These tools are viewed as making learning more exciting and entertaining by providing a multimodal experience (Kieu, Van Lam, 2021).

4.2 Impact on Language Skills and Subsystems

According to research, technology-based informal learning practices can assist students improve their English language skills. It is commonly observed that technology tools improve speaking, listening, and reading abilities (Maharani, 2024). Students can improve listening comprehension at home with audio or video, read eBooks on their phones, and practice conversing with native speakers with apps like Imo or WhatsApp (Mahamadou Sawadogo, 2020). The potential of using audio-visual resources to enhance listening comprehension is investigated. The impact of multimedia instruction on reading comprehension has been studied. This includes carefully selected texts accompanied by pertinent audio tracks and instructional videos. According to some research, technology can greatly enhance each of the four English language skills—speaking, listening, reading, and writing.

The data analysis of the students' questionnaire reveals key insights regarding the use of audio-visual aids in English language classrooms. The questionnaire was completed by 105 undergraduate students specializing in English in their fourth, fifth and sixth semester. The questioner comprised of 3 of closed ended questions, designed to understand students' perceptions and experiences with audio-visual teaching tools.



Most students (73.3%) recognized the need for English teachers to use audio-visual aids, highlighting that such aids help clarify difficult language concepts, improve listening skills through exposure to native speakers, and make lessons more engaging. However, about 26.6% preferred traditional teaching methods, feeling that teachers could effectively convey ideas without these aids.

However, about 26.6% of students preferred traditional teaching methods, feeling that teachers could effectively convey ideas without these aids. This perception aligns with (Al-Ajmi and Aljazzaf 2020), who noted that while many learners acknowledge the benefits of multimedia tools, some remain more comfortable with conventional instructional practices. Regarding actual use, 60% of students reported that audio-visual aids are employed in their classes, while 40% said they are not. This discrepancy is partly due to different teaching styles among instructors, with some opting to read listening texts aloud rather than use audio/video materials, which some students find challenging due to accent and pace.

Only a small proportion of students responded to questions about how these aids relate to lessons or why they might not be used. Some noted the use of PowerPoint presentations and other multimedia resources that enhance receptive skills, but availability of suitable materials can be a barrier. Two-thirds of the students found audio-visual aids useful, especially for improving pronunciation and conversational skills, as visuals help in better comprehension and retention. Similar findings were reported by AlAqad and Al-Emran (2021), Bin-Hady and Al-Tamimi (2021), and Moya-Moreno and Camacho (2022), who highlighted that multimedia exposure enhances speaking and listening proficiency. Likewise, Abdulrahaman (2020) and Maharani (2021) observed that visuals improve comprehension and retention through multimodal learning. However, some students struggled to articulate their thoughts on the usefulness of these aids, and a minority found them less helpful, possibly due to vocabulary and accent difficulties—issues also noted by AlAqad and Al-Emran (2021) and Bin-Hady and Al-Tamimi (2021). However, some students struggled to articulate their thoughts on their usefulness in writing, and a minority found these aids less helpful, possibly due to difficulties with vocabulary and accent.



Finally, students suggested that teachers should possess technical knowledge and training to effectively use audio-visual resources. This aligns with (Al-Ajmi 2022), who stressed that teachers’ digital literacy directly influences the success of technology-enhanced instruction. Overall, the students’ responses underscore that audio-visual aids not only make learning more interactive and engaging but also support the development of pronunciation, listening, and overall communicative competence in technologically mediated English classrooms.

Question	Response	Percentage (%)
Need for audio-visual aids	Yes	73.3
	No	26.6
Use of audio-visual aids in classroom	Yes	60
	No	40
Find audio-visual aids useful	Yes	66.6
	No	33.3

These findings suggest that while most students see value in audio-visual aids in English language teaching, gaps exist in their consistent use and teacher readiness to integrate these tools effectively in lessons. Training and resource availability are key factors for wider adoption.

Conclusion

The analyzed literature emphasizes the important and expanding importance of multimedia, technology, and audio-visual aids in EFL instruction. Students use these tools extensively, especially in casual settings, and both teachers and students view them favorably. They provide a few advantages, including improved skills, especially in speaking, listening, reading, vocabulary, and grammar, as well as increased motivation and engagement. Even though informal technology use has less of an impact on writing, technology can nevertheless help improve this ability. There are still issues with access, infrastructure, the requirement for modified teaching strategies, and self-directed learning. The results highlight how crucial it is for educators and curriculum developers to identify and incorporate digital resources and technology-based informal learning practices into their work. To further understand the subtleties of technology integration across various settings, skill levels, and learner demographics, more study using a variety of techniques is required. It is obvious that technology has the power to revolutionize EFL instruction, thus pedagogical techniques must be continuously explored and adjusted.

Recommendations

The study found that using audio-visuals in the classroom promotes critical thinking and enhances the learning environment. The effective use of audiovisual aids replaces monotonous learning environments.

Successful and enjoyable learning experiences in the EFL classroom enhance students’ personal comprehension of the subject matter. Research indicates that audio-visual sessions are most effective when they directly relate to course content. The study examined students’ perceptions and attitudes on the usage of audio-visual aids and resources. It’s crucial to

include EFL teachers' perspectives, experiences, successes, and failures when employing audio-visual tools.

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