

Learning Vocabulary Through Audio-Visual Aids

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Abstract

Audio-visual aids are learning tools that help both teachers and students to teach and learn differently than the traditional way. Audio-visual aids play an important part in students learning process as other tools students have during this process. Depending on the students and how audio-visual aids are used, the type of impact will be reflected. The design of the activities, the methods and strategies used in classroom are not easy decisions for the teachers in the classroom. That is why this research objective is trying to help teachers by provide them the experience of some participants while making use of audio-visual aids for acquiring English vocabulary. So, teacher can make use of audio-visual aids as another tool in their classrooms to encourage and engaged students in their learning process for acquiring English vocabulary.

Keywords: audio-visual aids, participants experiences, authentic material, beginner students.

1. Introduction

The focus of this study is to obtain the effects of audio-visual aids on acquiring English vocabulary. The objective is to help both learners and teacher of English to find alternatives when acquiring vocabulary. Having such alternatives, the learning process is of great benefit to each of the learners in the classroom.

This study expected to inform English teachers about how audio-visual aids influence on the vocabulary acquisition. Furthermore, this study intends to help teachers to take the decision to use audio-visual aids in their classrooms and how to make use of them in a proper way to enhance students' vocabulary. The research question guiding this study was: What are the effects of audio-visual aids on acquiring English vocabulary?

To address this research question, a quantitative approach was chosen, supported by a questionnaire. Relevant information such as literature, context- participants, results and findings will be provided.

2. Literature review

2.1 Motivation in learning a language

In the learning process, many aspects are involved and one of the most important is motivation. Based on Seven (2020) research "Motivation is vital in language learning" (p.62). Within the classroom, each learner has their own motivation and purpose for learning the target

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language. That is why teachers' adjustments of the materials in class are necessary to avoid losing learners' motivation.

Being a teacher carries with it extensive responsibilities, since if the teacher is teaching the target language in a foreign language environment the teacher is the closest source that learners have. Mentioning the above, it is relevant to maintain motivation in students. According to Anderson (2019) "A.v. aids are multisensory materials which motivate and stimulate the individual" (p. 19). Audio-visual aids are those tools that can be seen to improve learners' motivation and learning process.

As mentioned in Oroujlou & Vahedi (2011), language teachers are required to identify the importance of motivation and its impact that it has on learners' learning process (p. 995). Motivation also benefits from harming the kind of materials that are implemented in the classroom.

2.2 Authentic material in the classroom

Within the classroom, most of the materials are designed for learning purposes. Certain texts, stories and activities are designed for learners to learn from them, but there is also material that was not designed precisely for pedagogical purposes. According to Wallace (1992) as cited in Berardo (2006), authentic texts are those created with non-pedagogical purposes.

Berardo (2006) also mentioned that authentic materials are limitless, since anything from a TV program to a newspaper can be used in the language classroom. The advantage of using audio-visual aids in the classroom is that teachers can get educational material from a menu to a news program.

Authentic materials allow learners to be in contact with a more real or natural language, so their motivation can be also influenced by using these authentic materials. Authentic materials can be a favorable first contact with the language. All from their listening skills to their vocabulary will be positively affected. And one of the aims of this study is to make use of videos in the classroom to identify their influence on vocabulary acquisition. Authentic material is helpful.

2.3 Audio-visual aids

Audio-visual aids have been used in the classroom for different purposes; they could be used for listening, speaking purposes, or for acquiring vocabulary. When applying audio-visual aids in the classroom, some of the following questions; how should they be applied? When to use them? Or why did the audio-visual aids not work in my classroom? Can arrive. Based on Cakir (2006) opinion, all audio-visual aids can be used in the classroom and have a positive effect if they are used in the appropriate form and time.

According to Madhuri (2013), audio-visual aids are those tools that are used in the classroom to help learners to have a better understanding of the meaning of a word by having a visual picture of the concept. Audio-visual aids in the classroom work as an extra option to traditional methods of learning in a classroom. Students could feel more comfortable by using visual aids for certain purposes within the classroom.

3. Methodology

The emphasis of this study was on students' experiences and opinions of learning vocabulary by applying audio-visual aids. Therefore, a qualitative study was selected to carry out

this study as it allows for an in-depth understanding of the experience of the participants when using audio-visual aids in their learning process.

According to Patton and Cochran (2002) “qualitative research is characterized by its aims, which relate to understanding some aspect of social life, and its methods which (in general) generate words, rather than numbers, as data for analysis” (p. 2). In other words, qualitative research was the approach that allowed the researcher to obtain information on the subject to be investigated in a more real-world way.

A case study was used considering that this study seeks to obtain results based on the experience of the participants. According to Gustafsson (2017), a case study can be defined as an intensive study about a person, a group of people or a unit, which is aimed to generalize over several units (p. 2).

3.1 Context and participants

The study was carried out in the city of Salamanca Guanajuato Mexico, the research lasted approximately one month, and at the end of the research we sought to obtain the experience of the participants. The participants were taking face-to-face classes during this research.

Since the objective of this research is to help teachers to use new methods in their classrooms to motivate and engage their students in the process of learning new vocabulary, five students (two female and three male) with basic level of English, average age between 25-27 years old were selected to participate in this research. Three of the participants only have high school degrees and the other two are technical graduates.

Upon contacting the participants, they were informed that they could be part of the research and at the end of it, they would be interviewed to obtain the results based on their experience. Participants signed a consent form, in which they were informed that personal information would not be disseminated.

3.2 Instruments

To obtain the results, a questionnaire was designed (see appendix 1) and applied to the participants. According to Roopa and Rani (2012) “A questionnaire enables quantitative data to be collected in a standardized way so that the data are internally consistent and coherent for analysis” (p. 273)

Mentioning the above, that is why this instrument was selected, so the information obtained can be helpful for the results.

3.3 Data analysis

The data obtained through questionnaires was translated before starting with the data analysis process as the questionnaires were conducted in Spanish. The data was analyzed through thematic analysis to present the patterns of audio-visual effects on participants. According to Clarke, Braun and Hayfield (2015) “Thematic analysis (TA) is a method for identifying, analyzing, and interpreting patterns of meaning (‘themes’) within qualitative data” (p. 297). Based on this analysis, it was easier to identify the themes and get specific results.

4. Results

As previously mentioned, the researcher question leading this study is: What are the effects of audio-visual aids on acquiring English vocabulary? After analyzing the participants' responses, four themes arose. Lack of use of videos in the classroom. Visual aids as a helpful tool. Videos and traditional ways of teaching. Students' perspectives with new tools in the classroom.

Based on the questionnaires, four of the five students mentioned that it was the first time they were part of a class where videos were used for educational purposes. For example, participants 1 and 4 mentioned the following when asked about the use of videos in the classroom:

Participant 1: No, it's the first time I have made use of videos, my classes have always been in the traditional way.

Participant 4: No, but I would have liked it in my first finance classes, so I could have a better understanding of certain concepts.

As mentioned in participant 1, traditional classes do not include videos in their program, so students are not used to using videos in a classroom. In participant 4, students share the same experience. The students have not used videos in the classroom, but they also express their desire to be able to use videos in the classroom. Emphasizing that the use of audio-visual aids in the classroom is not so common in the process of learning vocabulary.

The lack of use of videos in the classroom allowed the participants' experience to be authentic and allowed them to express whether the use of videos was helpful in their learning process or not. Participants 2 and 4 expressed their experiences when they were asked if videos were helpful for them:

Participant 2: Yes, I was surprised because I thought I could get distracted and not pay attention to the vocabulary, but it was the opposite.

Participant 4: Yes. It was kind of interesting to see how much I can acquire just by a video; some concepts were easy to remember thanks to the videos.

As mentioned before, the lack of exposure to videos in the classroom allowed us to have a truthful answer. Participants' answers showed their real impression on the use on videos, since both participants showed that most of them were surprised since it was their first time using visual aids and they did not expect the positive effect they got through the videos.

It could be said that based on the participants' experience of using videos in the classroom, their preference for the traditional way of acquiring vocabulary (repetition) has changed, but this is not the case, as participants 1, 2 and 4 have different opinions:

Participant 1: I think using the videos was good, but I also liked the use of repetition

Participant 2: I would say repetition. Videos were helpful but I feel more comfortable using repetition.

Participant 4: Videos were better, I was used to the repetition but there was a time when it got boring.

As can be seen, opinions were divided. Participant 2 preferred to work with repetition while participant 4 preferred to work with videos. Experiences or preferences can be affected by past experiences as it can be read in participant 1 answer.

Based on the data collection it was easy to identify that even though for most of them it was their first time using visual aids or that they preferred to continue acquiring vocabulary in traditional ways, students felt comfortable by using a new tool in their learning process:

Participant 1: Yes, at the beginning it was kind of difficult but whit the time I felt comfortable and able to identify the verbs we practiced in class.

Participant 5: Yes, I feel comfortable. I was so excited to try this method because I thought that it could be difficult but, in the end, it was easier than I thought.

As mentioned before, participants were able to work and adapt with the use of visual aids in the classroom. The videos were useful and now the participants have another available study tool.

5. Findings

Research has shown that a certain number of students are not familiar with the use of visual aids in the classroom to acquire vocabulary. By analyzing the data, it was clear that visual aids had a positive result in acquiring English vocabulary and it can also be said that visual aids are great complement for English classes to increase learners' learning process. Which may give us an answer to our research question, that was looking for the effects of visual aids on beginner students, the effect was positive so audio-visual aids can be suggested to be part of English classes. Students that are not used to a certain tool in the classroom at the beginning cannot feel comfortable trying new things and it is more uncomfortable for them if they are trying new methods or tools in their L2 learning process since it is not their native language, so they tend to be more nervous while learning vocabulary.

6. Conclusion

The aim of the present research was to examine the influence of audio-visual aids on beginner students in the classroom to help students in their vocabulary acquisition process and provide teachers with another tool to help them in their planning. The results of this investigation show that the use of audio-visual aids has a positive influence in the process of learning new vocabulary such that they are a great tool to increase students' motivation throughout the learning process.

In accordance with the findings, it is essential to make use of new tools such as audio-visual aids in the classroom to make the learning process meaningful for each student. As teachers, it is essential to make available tools that encourage and support students' learning process.

However, several limitations need to be considered. First, the available time was not sufficient to investigate further. Second, participants number, due to the available time only five participants were chosen. Third, only use questionnaires to get data causes some answers to be ambiguous. Future research should consider making use of different instruments, not only questionnaires for data collection.

It is my view that applying audio-visual aids is essential in supporting the learning process of students. Making use of the different educational tools not only enhances the learning process of students but also provides us as teachers with the opportunity to improve ourselves in such a way that we can take advantage of any resource to enhance education. Carrying out the research was an enjoyable process since it allowed me to be involved in the process of adaptation tools for learners' learning.

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Appendix 1- Questionnaire

How you ever used videos in a class before?

Do you think videos were helpful to learn vocabulary?

How was the better way to acquire vocabulary?

Do you feel comfortable using videos to acquire vocabulary?

Will you continue to use videos to acquire vocabulary?

Appendix 2. Participants' answer

Research Technique	Raw Data Transcript Unit of meaning	Theme from Data	Interpretation	Data code
Have you ever used videos in a class before?				
Questionnaire	No, it's the first time I have made use of videos, my classes had always been in the traditional way.	Lack of use of videos in the classroom.	Participant doesn't have previous experience with videos in a classroom.	P1
Questionnaire	No, never. It is the first time.	Lack of use of videos in the classroom.	Not previous experience working with videos in the classroom	P2
Questionnaire	Yes, in my history class	Use of videos in the classroom.	Previous experience in the classroom	P3
Questionnaire	No, but I would have liked it in my first finance classes, so I could have a better understanding of certain concepts.	Lack of use of videos in the classroom.	Not previous experience but there was a desire to use the videos.	P4
Questionnaire	No, but I think it will be interesting	Lack of use of videos in the classroom	Not previous experience but there is interest in it.	P5
Do you think videos were helpful to learn the vocabulary?				
Questionnaire	Yes, I think it was fun to apply them in the class.	Help received for using the videos	The participant received help and enjoy the use of the videos	P1
Questionnaire	Yes, I was surprised because I thought I could get distracted and not pay attention to the vocabulary, but it was the opposite.	Help received for using the videos	The participant was surprised by the help received from the videos	P2
Questionnaire	Yes, it was interesting to watch videos and learn	Help received for using the videos	Videos were helpful	P3
Questionnaire	Yes. It was kind of interesting to see how much I can acquire just by a video, some	Help received for using the videos	Videos increase the participant acquisition	P4

	concepts were easily to remember thanks to the videos.			
Questionnaire	Yes, I think it was helpful	Help received for using the videos	Videos were helpful	P5
How was the better way to acquire the vocabulary?				
Questionnaire	I think using the videos was good, but I also liked the use of repetition	Videos and repetition	The participant acquires vocabulary in both ways	P1
Questionnaire	I would say repetition. Videos were helpful but I feel more comfortable using repetition.	Repetition	The participant prefer repetition	P2
Questionnaire	I would say videos	Videos	Videos allowed the participant to acquire the vocabulary	P3
Questionnaire	Videos were better, I was used to the repetition but there is a time when it gets boring	Videos	Feel better by using the videos	P4
Questionnaire	Videos were easier to remember	Videos	Visual aids help the participant to acquire better the vocabulary	P5
Do you feel comfortable using the videos to acquire the vocabulary?				
Questionnaire	Yes, at the beginning it was kind of difficult but whit the time I felt comfortable and able to identify the verbs we practice in class.	Comfort		P1
Questionnaire	Kind of since at the beginning was a little tricky for me because it was the first time I learned by this method.	Comfort		P2
Questionnaire	Yes, I feel good. As mentioned, before I already had experience using videos so	Comfort		P3

	for me was kind of easy to adapt to this method.			
Questionnaire	Yes, I like to use them. I would like to have this opportunity in my schools since sometimes classes can be boring if the teacher is the only one speaking.	Comfort		P4
Questionnaire	Yes, I feel comfortable. I was so excited to try this method because I thought that it could be difficult but at the end was easier than I thought.	Comfort		P5
Will you continue to use videos to acquire the vocabulary?				
Questionnaire	Absolutely, now I'm aware that videos are not only for listening they could also be use to learn vocabulary.	Continuity	Participant will continue learning by videos	P1
Questionnaire	Yes, since I work I would like to watch videos in my free time so I can continue learning.	Continuity	Participant will use the videos	P2
Questionnaire	Sure, I like this learning method, I continue using it outside the class.	Continuity	Participants will adopt this method to learn	P3
Questionnaire	Yes, they were good and helped me to learn in a funny way.	Continuity	Participant feels comfortable with them and will continue using them	P4
Questionnaire	Yes, I think they really help, I would like to continue using them to increase my vocabulary.	Continuity	The videos were useful, and the participant will make use of them	P4

