

The Effect of Audio-Visual Method on the Students' Performance in English Classroom

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Abstract: The article elaborates the effect of Audio-visual method on the students' performance in English classroom. It has been noted that different multimedia tools can be used to teach English as a foreign language in the classroom, which can evoke interests in students. It may have a positive impact on students' motivation and comprehensibility gain. The audio-visual materials can be videos, slides, labs, pictures, etc. Teaching aids are quite different from audio-visual teaching materials which include models, diagrams, movies, projectors, radio, television, maps, etc. Apart from all these, it has been revealed that mass media also encourage students to acquire new knowledge and information beyond what is presented to them.

Keywords: Audio-visual method, video, television, audio-visual materials, slides

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Introduction

Today, the trend of using technology and its integration into education is of great importance. In particular, the use of audio-visual aids in foreign language classrooms is rapidly increasing, because they greatly help foreign language teachers to stimulate students' interest in the lesson, as well as help them to successfully complete the learning process [1]. Carmona confirmed the need to integrate audiovisual aids into classrooms to facilitate the learning process.

In the context of foreign languages, the development of technology requires a high level of English language skills as it is globalized all over the world. Considered the language of the world, English has become the main means of communication across borders around the world. With the appropriate application of various new multimedia technology tools that can be used to teach English as a Foreign Language in the classroom, such as labs, videos, pictures, slides, and others, teachers can increase students' interest and make learning meaningful in general [2].

Visual aids boost student excitement and assist teachers in efficiently conveying concepts. Visual aids are utilized as teaching tools in the classroom to speed up students' understanding of topics. Visual guides, as noted by Burton, are physical things or pictures that start, animate, or promote learning. Visual aids are any tools that can be utilized to enhance the authenticity, accuracy, and dynamic nature of information learning, according to Kinder, S. James.

Vocabulary, without words to express ideas and thoughts, which is considered a key aspect in the development of listening, speaking, reading and writing skills, students cannot immediately convey any relevant and meaningful message [7]. In addition, the classroom environment is extremely important because it encourages students to learn and teachers to learn effectively. Therefore, with appropriate application of audio-visual tools in oral lessons, students should be more active, dynamic, communicate with teachers and their classmates, and be active. More importantly, make active vocabulary learning successful for learners who may not be able to use vocabulary actively, even if they have a large amount of passive vocabulary. Using audiovisuals in the classroom will increase students' interest and enthusiasm for the lesson, especially when they are expected to successfully use active vocabulary.

Main body

Learning is a mind-blowing process. It can be compared to an airborne fixture that gradually changes in behavior and achieves this in half of the data. Learning can emerge through the consistent acquisition of norms, knowledge, confidence, and adjacent new information. Learning can be enhanced by various teaching/learning aids as they energize, stimulate and focus for a period of time during the learning process. Visual aids motivate students and help teachers communicate their ideas effectively. Visual aids are teaching aids used in the classroom to enhance the learning process. Singh, YK describes: Any device that enhances the individual's experience by using sight and sound beyond what is achieved through reading is called an audiovisual aid [9]. Teaching tools called visual aids are used in classes to encourage, support, and support learning. Teaching aids include things like models, diagrams, movies, projectors, radio, television, maps, etc. Visual aids are an effective tool that go beyond the accuracy of facts. Visual aids provide students with authentic learning information that limits their dedication and helps them understand outdated wonders. They enter the brain through visual-audio abilities.

Audiovisuals have several qualities that can essentially be divided into two types: when all is said and done, the features and qualities of good audiovisuals or, finally, how they should be for better use and productive results. As Sharma and Chandra point out, audiovisuals are used as a system to help embed information, ideas and thoughts, they are designed to be closed, they are useful traps to engage students in the learning process rather than stimulation methods, and they are not synonymous with film, etc., but they vary a lot in gadgets. Audiovisuals do not replace the instructor or the book, they are an integral part of other demonstration materials and teaching gadgets. Be that as it may, they can be visually or aurally or both intriguing at the same time, and their experience becomes significant and more successful when enhanced by legal clarification. However, their prosperity depends on how they are used, they can be built with the help of a few learners, and despite their advantages, and each has its own points of interest for distinguishing certain types of objects.

Before using any audiovisual media, the educator should keep several criteria in mind to determine what qualities are considered good audiovisual media. As Sharma and Chandra point out that the specific point in an exercise that requires the use of a mentor should be clearly visible to the teacher, the use of season money by both instructor and trainee is an important consideration in selection aids. In addition, although the educational component is not subject to sensitive and amazing components, they should be appropriate to the age, knowledge and experience of the students. To be successful, audio-visual aids must show accurate and truthful material, convey the overall message concisely but fully, be set up as shown in the diagram, and the teacher must ensure their legal use in terms of when, how and what, but they should not be overused, just as their use should be constantly evaluated. Although Sharma and Sharma suggest some specific criteria for good audiovisuals, as he points out, they must have some fundamental qualities to be strong guides for demonstrating forms of learning.

Audiovisual media, as one of the technologies, provides the transmission of messages in both audio and visual form, which can facilitate and simplify learning. It will be easier for students to translate information presented in audiovisual media into their own real learning context. Video, as such a media enhancement, introduces students to a more contextual learning experience. Books and other printed materials remain the main teaching aids; but any aids like audiovisuals are also needed to motivate

students to learn. Students learn through media, construct knowledge from mediated environments, and develop cognitive skills to the extent that they interact with, understand, and respond to messages conveyed by media [10, p.35]. According to the statement, media is also seen as a means of interaction in the classroom. In this case, according to Wynn, interaction can be seen in the creation of media to represent objects and events and the way students respond to the messages being conveyed.

As long as the instructor continues to play a crucial and active role in the teaching and learning process, audiovisual medium can be very beneficial, according to Dale. By incorporating audiovisual materials into the course, the teacher and the students can foster a good learning environment [8, p. 2].

Audiovisual media consumption has been studied by prior scholars. According to Cakir, one of the best resources for enabling students to use what they have learned in a variety of ways is video [5, p.70]. He adds that videos can be easily used in teaching and learning in any classroom setting. Because the teacher can intervene at any time; can pause, start and rewind to repeat it multiple times as needed.

Also, Ghaedsharafi & Bagheri in their found in their research that students did not even copy words or structures from the text they read due to lack of motivation to read the text [6, p.113]. In the case of audio media, Reid found that students were acutely aware of information when listening to find details that would help them in writing. However, their research shows that audiovisuals help students write better than audio or visual media [6, p. 117].

Successful learning is learning in which students are fully engaged in the classroom. The more students are involved in the learning process, the more successful the learning will be. Rocca agrees that learning is successful if students participate frequently in order to do well in lessons. Rocca Dancer and Kamvunias define participation as a participatory process can be divided into five categories: preparation, participation in discussion, group skills, communication skills and attendance. By being active in the classroom, students will achieve future academic success and personal growth. Students actively participating in the lesson try to participate in the learning process. These students find that they learn the material more easily by participating in the learning [4]. Compared to students who are not actively participating, they understand the material given by their teacher better. In the teaching and learning process, how students receive information from the teacher can be measured by students' behavior during learning. Student behavior varies from passive to active participation. Students who just sit quietly, take notes, listen to their teacher or friends, and do something else are classified as passive students. However, students who ask, ask and answer questions in the teaching and learning process are classified as active students.

Mass media also encourage students to acquire new knowledge and information beyond what is presented to them. It motivates students to purposefully participate in classroom activities because they unconsciously need to, not because they are required to. In addition, audiovisual media that provide a realistic representation of a specific context also require students to pay attention to content through auditory and visual perception [3]. Therefore, a critical approach to participating in classroom activities is essential. In addition to the previous statements, it should be noted that the audiovisual media also stimulates the participation of students with its entertainment aspects, which makes the students feel a pleasant atmosphere through the video. This theory is further substantiated by theories and other relevant references. The results show that students have multiple ideas while watching audiovisual media, which indicates that students transfer information successfully. They have the option to choose the part they want to touch based on their knowledge. Differences among students in decoding information may not be a measure of successful learning because their methods of receiving information may differ from each other. Therefore, Gaedsharafi and Bagheri claims that the diversity of viewpoints in audiovisual media can also enrich the content of students' written language and make it more meaningful [6, p.113].

For students, being critical means that they pay attention to details and carefully process ideas to get meaningful content. In the speech, it was described that students always try to find hidden content based on the videos they watch. Above all, video can stimulate students' learning and improve their critical

thinking.

It is important to note that the main goal of education should be to direct students to self-directed learning and lifelong learning, and this goal can be achieved by using audiovisual learning materials, because they enhance the learning abilities of individual students or learning experience is worth remembering [9]. Science is an integral part of human life, so its absence can make life incomplete and unsuitable for the effective life of students in our modern age of science and technology.

Despite the potential benefits and increased focus on science education, the implementation of the new education strategy faces a number of challenges. Often, students are blamed for poor performance because they are underperforming; other factors such as teachers also play an important role in the teaching and learning process because they affect the academic performance of students in learning science.

When students are forced to do classroom activities without the use of audiovisual aids, they are not as attentive, motivated and interested in the classroom situation. As the use of audiovisuals activates and utilizes the individual student's five senses, i.e. sight, hearing and touch, the conceptualization becomes clearer and more concrete. Currently, there is a shift from a teacher-dominated method to a child-centered method, as teaching today is increasingly the responsibility of the student, and the facilitator simply needs to be instructed, guided and corrected. To help the student develop the spirit of inquiry necessary for the study of science. Visual learning aids can play a major role in students' academic achievement because audiovisual aids help them both see and hear the scientific concepts they are learning. Science teachers should be aware of the best practices available in developed countries. Resources for effective science teaching and learning are essential for the development of science in Nigeria. There are some problems when studying science in Nigeria. Students face challenges that are not limited to; the incompetence of teachers in the presentation of the subject, outdated laboratories, outdated textbooks, lack of methodological tools, unrealistic teaching methods, lack of the necessary mathematical base for effective calculations and manipulations, and the decline of the attitude of science as a result of the lack of mass media character and realistic representation of the subject, among other things.

Conclusion

Audiovisual learning materials bring the learning process to life, while pictures and animations make it easier to understand and remember words. Constructive student activities can allow students to feel free as they take responsibility for their own actions and learn to construct their own conscious knowledge. Today, teachers, researchers and students have realized the value of audiovisual resources not as a stand-alone learning resource or learning tool, but as an effective, vital learning tool that conveys knowledge through seeing and learning.

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