

# Students' Perspective of the Use of Audio visual Aids in Pakistan

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**Abstract.** Audiovisual aids are considered an effective tool especially for language learning. The use of these aids in third world countries especially Pakistan is not very copious. The present study aims at pointing out the importance of audiovisual aids for learning English. Furthermore, it deals with the attitude of Pakistani learners towards them. For this purpose, 100 university students were randomly selected. A questionnaire was developed to collect qualitative and quantitative data. The findings of the present study declared that the students do agree that they are facing many problems in learning English as a second language. They feel 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.

**Keywords:** Audio Visual Aids, Pakistani Context, Learners' Attitude

## 1. Introduction

A resourceful English language learning classroom with audio visual aids is favourable for effective language learning. Studies show that visual aids enhance the effectiveness of teaching learning process in a classroom (Joshi, 1995 & Vissa, 1994). They reported that these aids were not only a source of help for the teacher but also provided stimulus variation that was indispensable to sustain learners' attention. The use of audio visual aids makes the task of learning a second language easy and enjoyable for the learner by targeting the maximum skills of the learner.

Ranasinghe and Leisher (2009) point out that teaching student the use of technology as a learning tool enhances their learning. They facilitate learning by giving exposure to native speakers' correct pronunciation and interesting conversations between them. Gilakjani (2011) identified some of the problems of EFL learners in classrooms. They include demotivation, less exposure to English language, lack of emphasis on pronunciation and the intervention of the sounds and rules of the first language. These issues can be solved by introducing Audio visual aids in the classroom.

Wilson (2001) examined different trends of using visual images in the foreign and second language classroom with EFL/ESL learners. She concluded that the use of visuals enhances language learning on one hand and increases the use of target language on the other. The same kind of findings was reported by George, Sheth and Sonar (all cited in Vissa, 1994).

Warschauer and Meskill (2000) studied three case studies and investigated how the content and the process of language education are reshaped by the use of new technologies. They concluded that advance technologies build linkages among bilingual, ESL, and foreign language programs by helping teachers and students to rise above linguistic, geographical, and time barriers. Consequently, the use of audio-visual aids helps learners to have a good command of L2 language within less time.

The above mentioned studies demonstrated the importance of using audio visual aids in different parts of the world and the benefits by their usage. Although the term, audio visual, is not new in Pakistani scenario but their usage is sporadic. It has been revealed by a study at the college level by Kausar (2013) that in Pakistani colleges their usage is rare. The present study aims to investigate the attitude of university students towards them and their usage at university level.

## 2. Methodology

### 2.1. Subjects

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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. Since the study aimed at finding students' perspective on the use of audio visual aids in Pakistan, their views were targeted. Students were briefed that their participation is voluntarily, they can withdraw at any time, their responses are meant for research purposes and is not related to their evaluation process. Out of 100, 3 questionnaires were discarded as they had missing information, so data of 97 questionnaires was used.

## 2.2. Instrument

Both quantitative and qualitative methods were used to gather data from the students. A questionnaire was developed to measure efficiency and learning attitude of the learners, and use of audio visual aids. The last item was an open ended question to record opinion of learners regarding the use of audio visual aids in an English language teaching class.

## 3. Results and Discussion

The findings of the study show that the students acknowledge the importance of learning English language and consider the use of audio visual aids as beneficial for English language learning. The following table shows some of the significant responses of the students.

Questions	Yes	No
1. Do audio visual aids in the language learning classroom make the learner active?	91%	9%
2. Is the discovery of personal meaning of ideas is encouraged by the use of these aids?	90%	10%
3. Do these aids encourage trust in the students themselves and in external sources?	82%	18%
4. Do you think the instruction (using audio visual aids) is carefully personalized in an attempt to meet the individual needs, interests, and abilities of the students?	76%	24%
5. Do you think audio visual aids are used to maintain a high level of interest in the lesson?	89%	11%
6. Is the instructor accessible and helpful to the learners with the use of audio visual aids?	87%	13%
7. Do you think such aids are used to make the learner self-motivated?	88%	12%
8. Do audio visual aids promote greater student participation?	86%	14%
9. Do you think Audio visual aids are beneficial for better English language learning?	90%	10%

The above table shows data on the students' opinions concerning the use of audio visual aids in English language classrooms. The majority of respondents have chosen the first option against every question emphasising the effectiveness of audio visual aids. One item where 24% students opted for a 'no' is related to incorporating individual needs and interests of the learners while using audio visual aids. This response illustrates the concern of the students regarding individual needs and their desire to take individual interests into account while using any kind of aids in the classroom.

While responding to the open ended questions students pointed out that with the use of audio visual aids one can easily remember new words. Most of the students indicated that they can learn new words by remembering the situation from where they have heard or seen it. With the use of audio visual aids any desired situation can be created. That situation might be helpful for the learner to remember the word. Students also pointed out different innovative ideas for learning and teaching English using laptops and multimedia.

Nearly all the students insisted on the use of audio visual aids for English language learning and pointed out that at university level as well their usage is very rare in Pakistan.

## 4. Conclusion & Recommendations

It can be concluded from the present study that the use of audio visual aids stimulates thinking and improves learning in a language classroom in the views of Pakistani university students. Their effective use

will substitute dull learning environment with a pleasant and successful learning classroom. The findings gave insights into students' perspective of the use of audio visual aids. A similar study can be conducted with teachers to have an in-depth understanding of the effectiveness of the usage of these aids in Pakistani English classroom.

## **5. Acknowledgements:**

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