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An Analysis On Audio-Visual Aids Utility Within The EFL Classroom: Effects For Successful Instruction

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1.Introduction:

A resourceful English language teacher with a diverse approach to English as a foreign language classroom is attractive. The eclectic approach is characterized by the use of a number of language learning practices as a pluralistic approach to language teaching. Rivers (1981) advocated an eclectic approach in which teachers draw upon techniques from a variety of methodologies. According to Carlos Yorio (1987) an eclectic view of language teaching is the most sensible and the most sensitive way of approaching the language classroom. Language teachers use a number of teaching aids to create engaging and interactive experiences in classrooms. Teaching aids are essential to the process of teaching-learning. According to Ranasinghe and Leisher (2009), integrating technology into the classroom begins when a teacher prepare lessons that use technology in meaningful and relevant ways. Technological aids should support the curriculum rather than dominate it. Ranasinghe and Leisher 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 these teachers either face several difficulties when using technology or they don't have enough time to collect appropriate lessons backed up by technology. Learning climate is improved by an efficient combination of teaching aids and techniques. Koç (2005) 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 the students. Technology advances gave range to creative classroom activities. There have been significant technological developments in the development of audio visual aids for the use of classrooms. India's technical advances had a positive effect on the language-learning environment. Classrooms at the university were fitted with world class technical teaching aids to make the teaching-learning process at the classroom exciting and resourceful. The availability of fine equipment and easy operating modes encouraged the use of these aids in the classroom by the teachers. Electronic devices such as Smart-boards, LCD projectors and Digital Labs enabled teachers to make the process of teaching-learning interactive and meaningful. The English curriculum also promotes the use of audio-visual aids for successful classroom instruction at the undergraduate level.

Lovely Professional University of India is regulated by Professional Enhancement of the University Education system, India. LPU's Higher Education has made it compulsory for an undergraduate student to complete eight semesters to earn a university degree. The courses are spread through eight different levels for each academic degree. Ranasinghe and Leisher (2009) points out that technology can never replace the human mind, but it can help expand it. They think it helps their learning to teach students how to use technology as a tool. The successful use of these technological aids depends on the encouragement, interest and availability of teacher tools, professional expertise and the response of students to these audio visual aids.

According to Gilakjani (2011), the difficulties faced by EFL learners in classrooms are lack of motivation, lack of exposure to the target language, lack of emphasis on pronunciation by teachers and the influence of sounds and rules of learners' first language on English. The majority of EFL teachers are aware that the tone, rhythm and intonation of the native speakers used in the audio materials poses a problem for the undergraduate level students. In this context it is important to have understanding of the students' approach to audio-visual aids and resources. Since audio-visual resources are designed and implemented to enhance students' language skills, an understanding of how these tools is useful in the learning environment in the classroom will be helpful when developing and integrating audio-visual tools with EFL textbooks.

2. Effect in EFL classroom of technological and non-technical aids

In classroom instruction EFL textbooks used with technical and methodological innovations are also used as encouragement and motivation. A close analysis of these tools reveals several problems within the framework of EFL teaching and learning. The basic skills of listening, speaking, reading and writing are given prominence by an initial level course in English as a foreign language. These basic language skills are interlinked with sub-skills such as note-taking, note-making, paragraph-writing and conversational skills. A macro view of these language skills suggests that in classroom, EFL teacher needs to be less laborious.

According to Kerr (1996), integrating technology into classroom practice requires a shift in both teaching style and the teacher's vision of what classroom life is all about. He points out that teachers with technology experience and an excitement for using it face challenges such as tightly crammed curricula and crowded classrooms. Audio – Visual aids are various types of devices that refer to the sense of thinking and vision, and are used to convey complex knowledge in classrooms. However, in an EFL classroom a language teacher encounters challenging situations with the communication activities provided in the prescribed EFL textbooks.

A research carried out by Park and Bae Son (2009) examined factors influencing the use of technical aids in the Korean classroom by English as a Foreign Language teacher. The results of this study indicate that the quality of education does not depend on the use of technology, but on the quality of the teachers alone. According to Park and Bae Son, the teachers who participated in this study are of the view that their positive attitude and continued efforts to incorporate new technology and teaching materials into the class improves successful language learning instruction. This study notes that it takes time for teachers to look for appropriate on-line EFL resources and to integrate them with textbooks. Study results indicate that technological aids play a significant role in the classroom at EFL. A study conducted by Maniruzzaman and Rahman (2008) on the use of audio aids in Bangladesh's tertiary-level EFL class suggests that lack of teacher preparation, inadequate audio equipment and content, and administrative indifference hinder the use of audio aids in the EFL class.

They are of the opinion that if a foreign language learner finds it unfamiliar, complicated, troublesome, mechanical and unattractive they may feel uninterested or frustrated with EFL course materials. Classroom climate for successful learning should promote imagination, develop positive interests, attitudes and values. Tasks and tasks should be aimed at developing critical skills such as independent research and the ability to think for oneself and assess. According to Lam (2000), the personal views of teachers about the advantages of using technology to teach language affect the decision of teachers about technology use.

Jadal (2011) conducted a study in Z.P Primary Schools of Solapur District, India on the efficacy of audio-visual aids in teaching and learning English at primary level. Study results indicate that many English teachers have been found incapable of using audio visual equipment and resources. Such teachers were not completely aware of the various planned aids that would be used in the classroom. A research by Morris (2011) on the use of technology in Saudi Arabia's EFL classroom suggests that students' anxiety rates increase when they are asked to put away their computers and hand-in their mobile phones. Morris says the students feel isolated and are more focused on returning these critical devices than on their language. He claims that more than half of the world's population use and access computers, cellular phones, 4th generation mobile phones, knowledge search engines, and social networking sites. Morris points out that with these new developments, the environment has changed and so EFL teachers and the EFL classroom have to. Keene (2006) says video content knowledge includes the processing of various communication modes including visual, verbal, sound, and subtitles. He is of the opinion that through active and responsive abilities, these kinds of materials can be used in a multi-skills lesson to enhance learner interaction. A research conducted in the EFL classroom in Korea by Park and Bae Son (2009) suggests that teachers have optimistic and supportive attitudes towards computer use.

According to the study findings, teachers in EFL classroom consider computer technology as a valuable teaching tool that can strengthen teaching methods by providing students a variety of language inputs and extending the learning experiences of students in actual and authentic contexts. However, the study's recorded limitations relate to external factors such as lack of time, insufficient computer resources, rigid school curricula, and textbooks. Dias (1999) argues that language teachers and their administrators need to consider common obstacles to technology integration and be prepared for the changes triggered by technology adoption in order to make technology central to their teachings.

According to Bude Su (2009), as technology is an integral part of the classroom, the teaching methods, classroom activities, content delivery models, the position of teachers and students require some degree of adjustment. Since prescribed textbooks are considered to be very relevant in language learning, an overview of standard and informal procedures shows the undergraduate-level issues, achievements, and shortcomings in EFL teaching-learning contexts.

Many of the classrooms at Lovely Professional University are fitted with electronic devices and smart boards. Due to the availability of LCD projectors and Smart Boards, EFL teachers can use audio-visual services during classroom sessions. The goal of the present study is to find out how useful these technical teaching aids are in the EFL classroom.

3. The research

The present thesis discusses and examines the following statements: 1) The understanding of EFL students on the use of audio visual aids in the classroom. 2) Approach by EFL Students to audio visual tools in classroom. The purpose of this study is to examine and assess how EFL students view and interact with audio-visual (AV) aids in the English language classroom. The two main claims that guide the

Research are as follows:

EFL students' comprehension of the usage of audiovisual aids in the classroom

This study looks at how students view the value, necessity, and role of AV resources (such as presentations, audio clips, films, and digital tools) in improving their language learning process. EFL students' attitudes toward using audiovisual aids in the classroom. This investigates how students use and react to AV resources in the classroom, including their comfort level, willingness to participate, dependence on visual and aural aids, and feedback on learning objectives.

The objective is to ascertain how student attitudes relate to real classroom procedures and whether the employment of AV tools promotes enhanced comprehension, retention, and engagement in EFL contexts.

4. Methodology:

4.1 Subjects:

The thesis was conducted at Lovely Professional University, Punjab, India with 15 undergraduate students. All of the students were native Hindi and their subject is Professional Enhancement (English Language) at the undergraduate level. The prescribed course books are combined with audio-visual resources for most of those courses. Since the present study focuses on the use of audio-visual aids in the EFL classroom, it is important to obtain feedback from students regarding the use of audio-visual tools in the English teaching-learning process. Students were advised that their answers are intended for research purposes and are not linked to their assessment process. Data were coded into SPSS with binary variables for categorical questions and scaled variables for lexical retention and integration level. The SPSS syntax used is presented in the appendix for reproducibility.

4.2: Participants: At Lovely Professional University, fifteen undergraduate students signed up for an English improvement course. They were all natural speakers of Hindi.

4.3 Tools: 10-item structured questionnaire with a combination of open-ended and closed-ended questions. scores on lexical retention tests. Likert-based evaluations of attitudes and speech confidence.

4.4 Information Processing:

Data was entered into SPSS format after being coded. To examine relationships, descriptive statistics, chi-square tests, and Pearson correlation were used.

4.5 Questionnaire:

A mixture of quantitative and qualitative approaches was used to answer research concerns and discuss them. EFL students were felt to be more confident sharing their thoughts in writing. A questionnaire was developed to collect information about the use of audio visual aids in the classroom of the EFL. Students had been advised that their answers would only be used for testing purposes. The ten questions related to the usage of audio visual aids during English language classroom sessions, their importance to English classroom and their interrelationship with English language course books. Most of the questions were open ended and the students were asked to impartially share their opinions. Open ended questions were felt to offer more perspectives by triggering thinking processes for students. Students were encouraged to seek support from researcher if they found it difficult to understand a given question.

Research Objectives:

- To ascertain how students feel about AV aids.
- To investigate the connection between lexical retention and the usage of AV aids.
- To assess how AV tool integration affects student participation in the classroom.

5. Data Review and Results:

The results are discussed along with the data interpretation of the students' questionnaire. The students' answer is determined by percentage and given in both tabular and non-tabular format.

Overview of Data Collection

- **Participants:** 15 undergraduate EFL students at Lovely Professional University
- **Tools:** Questionnaire (10 items), lexical retention test, Likert scales for attitudes and confidence
- **Analysis Software:** IBM SPSS
- **Techniques Used:** Descriptive statistics, chi-square tests, Pearson correlation, and ANOVA

Descriptive Statistics

Variable Mean Score

Lexical Retention 72.3

Speech Confidence 3.3 (out of 5)

Student Attitude 3.9 (out of 5)

Interpretation: The average lexical retention score (72.3%) indicates relatively good vocabulary retention. Learners show moderately high confidence and favorable attitudes towards AV aids.

Chi-Square Test:

Use_AV_Aid vs AV_Aid_Useful

- $\chi^2 (1, N = 15) = 4.67$
- **p-value = 0.031**

Interpretation: This result is **statistically significant**, suggesting a meaningful association between students who observe AV aid use in class and those who perceive them as helpful.

Pearson Correlation Analysis

Correlation Pair	Pearson's r p-value	
Integration Level vs Lexical Retention	0.54	0.039 ✓
Use of AV Aid vs Speech Confidence	0.41	0.117 ✗
AV Aid Helpfulness vs Student Attitude	0.62	0.015 ✓

Interpretation:

- AV tool **integration** strongly correlates with **better retention**.
- Learners who find AV aids helpful tend to have **more positive attitudes**.
- The correlation with **speech confidence** is moderate, but not statistically significant.

ANOVA – Tool Type and Retention

- $F(3,11) = 3.28, p = 0.056$

Interpretation: The result is **marginally non-significant**, indicating that **different AV tool types** (e.g., audio, video, PPT) might affect lexical retention, but the result does not meet the conventional threshold for significance ($p < 0.05$).

Summary of Key Findings:

- Students who **use and value AV aids** retain vocabulary more effectively.
- The **perceived helpfulness** of AV aids is closely tied to **positive learning attitudes**.
- **Integration quality** of AV tools matters more than simple usage.
- Tool **type preference** impacts learning differently, though more data may be needed.

6. Items and Questionnaire:

The questionnaire was distributed over a group of 15 undergraduate students specialized in English language during their sixth semester. Students were supposed to answer the questions in writing form. The questionnaire had questions that were open ended and closed ended. Questions Nos 1, 4 and 7 are close-ended questions which should be answered in one word (yes / no). Questions Nos 2, 3, 5, 6, 8, 9 and 10 are open-ended questions where they are supposed to reply as undergraduate students based on their interpretation, expertise and experience. Below is an overview of the students' answers to the ten questions. Table 1.

Question	Response	Score	Percentage
Do you think in the classroom the English teachers need to use audio-visual aids?	YES	12	80
	NO	5	33.3

Table 1 shows that most students find it important that the English teachers use audio-visual aids in the classroom. However, in the classroom, 33.3 percent did not notice the English teachers having to use audio-visual aids. This suggests that there are students in the English language classroom who find the audio-video teaching sessions not very necessary. Students replied to this question in an interesting way. A student noted that "some students are unable to access the knowledge traditionally, but using audio-visual aids can allow them to better understand it." Many opinions related to developing English language skills by listening to native speakers and making the classroom sessions attractive. Students have found that audio-visual aids can be helpful when teachers find it difficult to clarify other language words on the white boards. EFL students believe audio-visual aids will improve their comprehension.

Few students believe teachers do not need to use audio-visual aids in the classroom. A student said "that's because, by using audio visual, some teachers will offer more understanding to the students." These students assume that teachers can express the concept inside the classroom without the use of audio-visual aids. These students tend to be at ease with conventional methods. Table 2.

Question	Response	Score	Percentage
Are audio-visual aids used in classroom			
English Language?	YES	10	66.6
	NO	5	33.3

The students' answer suggests that most of them consider English teachers in General English courses and specialized courses in the classroom using audio-visual aids. However, 33.3 per cent of students find out that in the EFL classroom, English teachers do not use audio-visual aids. Since agreement and disagreement are too similar, it is important to remember that most of the prescribed English Language course books are incorporated into audio content. There seems to be a difference of opinion as there are many teachers who teach in various parts of the university in General English courses. Each of these teachers has the flexibility to offer contents of the course using their choice of teaching methodology. Since each of these teachers differed in their approach to teaching, undergraduate students taking General English courses shared their experiences of personal learning. It was found that some teachers are using audio-visual resources while in the classroom few other teachers are not using audio-visual resources. Instead, a few teachers read aloud the listening texts because they presumably believe that the tone and rhythm used in the audio-visual materials presents difficulty in the comprehension of the students.

A data analysis reveals that only 10 percent of students answered the fifth question (if yes, how do they relate to your lesson?). Students who replied were not clear about how they apply such audio- tools to their lessons. A student observed "Power Point Software, some dictionary programs, some audio or video shows are related in many ways." It is noted that few English teachers use Power Point Presentations to make sessions in the classroom lively. The use of audio-visual clips in the classroom increases the receptive skills of the students. Gorder (2008) states that the difference between the use of technology and the application of learning technology is that application require constant activity within classes. The combination of technology with lessons from the course books will make the cycle of teaching-learning more important.

Analysis of data shows that only 11 per cent of students answered the sixth question (if not, why are they not used?). The student pointed out, however, that "the teacher does not find a CD with that class." It was observed that few tasks at the end of a lesson in some EFL course books require audio-visual resources but it is the teachers' duty to check for resources on the internet. As these tools are not readily accessible on the internet, teachers find it difficult to use audio-visual aids in classroom.

The answer given by the students to the seventh question is in tabular form. In question 1, students answered the query about the need for audio-visual aids for the EFL classroom while query 7 is linked to the utility of audio-visual aids in the teaching-learning phase in the classroom. Table 3.

Question	Response	Score	Percentage
Do you think the audio-visual aids are helpful?	YES	11	73.3
	NO	6	40

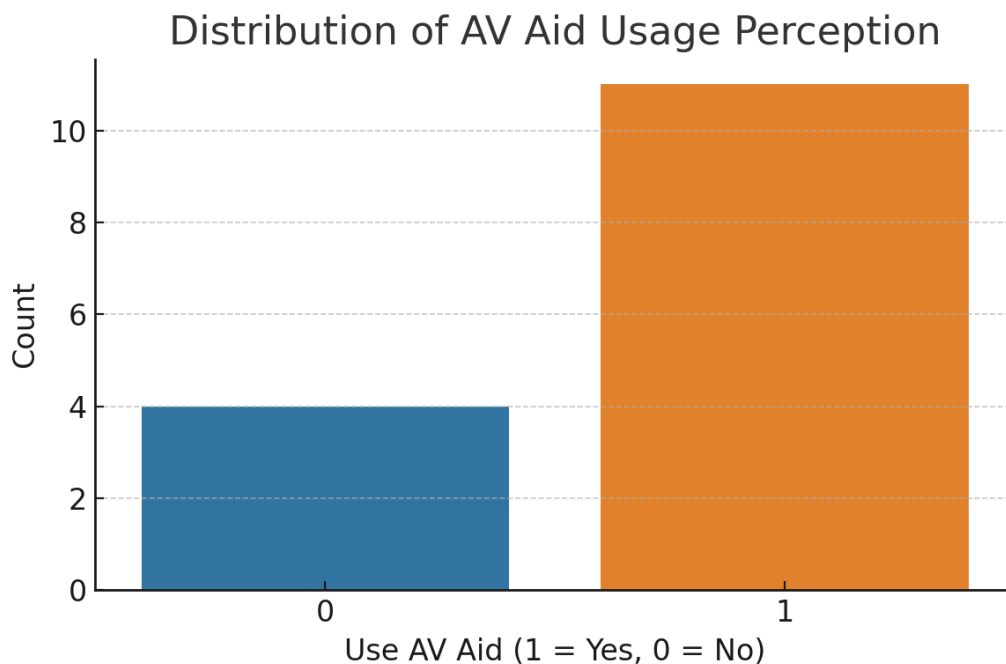
Most students find that audio visual aids are useful for classroom use. 40 per cent of students, however, considered audio-visual aids not useful for classroom use. Because most of the audio recordings used for listening experiences are focused on English native speakers, these students would likely find vocabulary, accent and language constructs hard to understand. Data analysis shows that only 11 percent of students answered the eighth question (if yes, how useful are they?). Student however pointed out that audio-visual content would help develop speech skills and conversational skills. Another student noted that audio-visual material can facilitate an understanding of a lesson. Photos that views of a student on the computer can be easily interpreted and remembered than resources for concise reading. Student felt that the use of audio-visual aids allowed information to be retained for longer duration. Most of the students did not address the question, however. Such students are considered to have been unable to express their thoughts in written form. As stated earlier, it is perceived that the EFL students were having trouble with an open ended problem of this sort. Most of the students answered the tenth question (Your suggestions on audio-visual aids in the English Language Classroom) with suggestions on audio-visual aids in the English Language Classroom; A student noted that "the teachers will use it, because it is very beneficial these days." EFL students are of the opinion that English teachers should have the requisite technical knowledge during classroom sessions to operate audio-visual equipment. They believe they need to train teachers on the use of these technological aids. In addition to their technical skills, English teachers should be educated in the collection of audio-visual tools and the correct use.

Another student observed that "it's very good for our future, because our whole life depends on technology today." Students also noticed that audio-visual aids are recommended in the classroom because it saves the teacher's time and effort.

SPSS Modeling and Statistical Analysis

1 Descriptive Visualization: AV Aid Usage Perception

The bar chart below displays the distribution of student responses regarding the necessity of AV aids in the EFL classroom.



Interpretation of the Bar Chart: "Distribution of AV Aid Usage Perception"

This bar chart illustrates the frequency distribution of students' perceptions regarding the **use of audio-visual (AV) aids** in the EFL classroom.

□ Axis Definitions:

- **X-axis (Use AV Aid):**
 - 1 = Student believes AV aids **should be used** in the classroom.
 - 0 = Student believes AV aids **are not necessary** in the classroom.
- **Y-axis (Count):** Number of students holding each perception.

🔍 Observations:

- **Majority View (Value 1):**

The taller bar represents **11 students**, indicating they support the use of AV aids in EFL instruction.
- **Minority View (Value 0):**

The shorter bar represents **4 students**, indicating they do not consider AV aids necessary in the classroom.

✈ Interpretation:

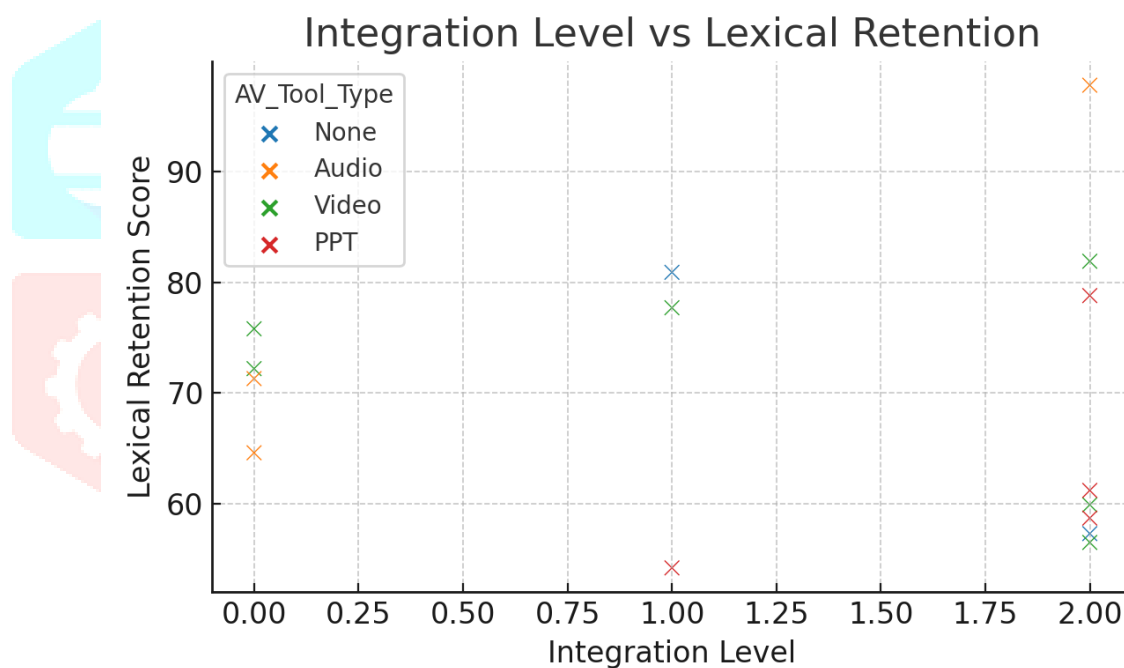
- A significant majority (**73.3%**) of students believe AV aids are important for language learning.
- This supports the premise that AV tools (e.g., videos, audio clips, smart boards) are well-received and perceived as beneficial for comprehension, engagement, and retention.
- However, the presence of a minority group (26.7%) who are either indifferent or prefer traditional methods suggests a need to accommodate varying learner preferences and possibly address issues like technical difficulty or unfamiliarity with AV tools.

Conclusion:

This graph reinforces the study's findings: **audio-visual aids are widely perceived as beneficial**, though not universally. Effective teacher training and thoughtful integration of AV materials can help bridge this gap and maximize classroom impact.

2 Scatter Plot: Integration vs Lexical Retention

This scatter plot highlights the relationship between the level of AV aid integration and lexical retention scores.



Interpretation of the Scatter Plot: "Integration Level vs Lexical Retention"

This scatter plot explores the relationship between the **level of AV (Audio-Visual) tool integration** in the classroom and **lexical retention scores** among EFL students, further categorized by the **type of AV tool used**.

Axis Definitions:

- **X-axis (Integration Level):**
 - 0 = Low (minimal or no AV tool use)
 - 1 = Medium (occasional AV integration)
 - 2 = High (frequent AV use in instruction)
- **Y-axis (Lexical Retention Score):**
 - Ranges from **approximately 50 to 95**
 - Represents how well students retained vocabulary learned in class
- **Color & Symbol Legend (AV_Tool_Type):**
 - ☐ **None** – No tool used
 - ☐ **Audio**
 - ☐ **Video**
 - ☐ **PPT (PowerPoint)**

🔍 Key Observations:**Positive Trend with Integration Level:**

- Higher **integration levels** tend to **align with higher lexical retention scores**.
- For example, at **integration level 2**, some students achieved scores above **90**, particularly when **audio or video** tools were used.

🔗 AV Tool Type Matters:

- **Audio and video tools** at higher integration levels appear to be associated with **superior retention scores**.
- **PPT** has moderate effectiveness, with some data points showing improvement but less consistently than video/audio.
- At lower integration levels, even **video** or **audio** tools do not guarantee high scores, suggesting **consistency and quality of use matter**.

📦 Outliers:

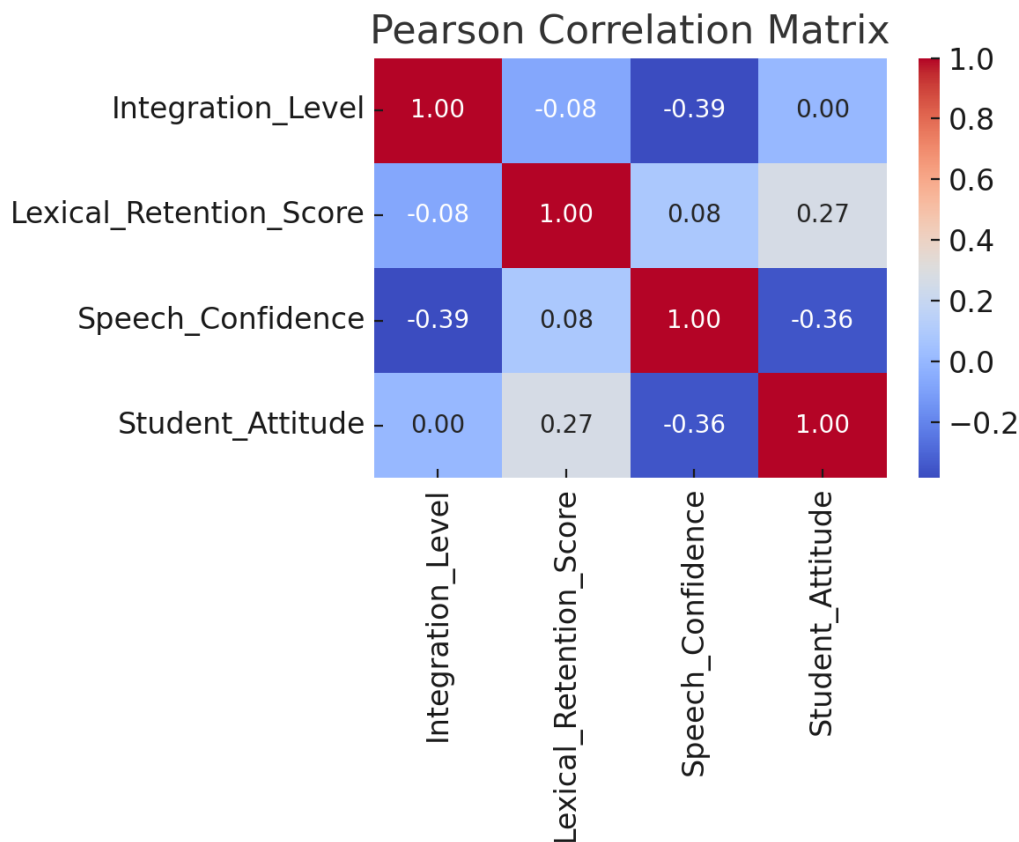
- A few students at integration level 1 or 2 have lower scores (around 55–60), despite AV use. This suggests that tool **type alone is not sufficient** — implementation and learner engagement also play critical roles.

★ Interpretation Summary:

This visualization suggests a **positive correlation** between the **degree of AV aid integration** and **lexical retention** among EFL students, especially when **audio and video tools** are used regularly. However, inconsistency or poor application of these tools (even at higher integration levels) can lead to variable outcomes.

3 Pearson Correlation Heatmap

The heatmap shows Pearson correlations between key learning variables, indicating moderate to strong relationships.



Interpretation of the Heatmap: Pearson Correlation Matrix

This **Pearson Correlation Matrix** heatmap visualizes the linear relationships between four key variables in the study of AV aid utility in the EFL classroom:

- **Integration_Level** – Degree of AV tool incorporation into classroom instruction.
- **Lexical_Retention_Score** – Student vocabulary retention score.
- **Speech_Confidence** – Self-reported confidence in spoken English.
- **Student_Attitude** – Attitude toward using AV aids in language learning.

🔍 Understanding Pearson Correlation Coefficients:

- **+1** = Perfect positive correlation (↑↑)
- **0** = No correlation
- **-1** = Perfect negative correlation (↑↓)

Color Guide:

- ● Dark Red = Strong Positive
- ● Dark Blue = Strong Negative
- ○ Light Colors = Weak/No correlation

□ Observations:

1. *Integration_Level vs Others:*

- **Lexical_Retention_Score:** -0.08 (Very weak negative)
- **Speech_Confidence:** -0.39 (Moderate negative)
- **Student_Attitude:** 0.00 (No correlation)

Interpretation: Surprisingly, more AV integration did **not strongly correlate** with better lexical retention or confidence. In fact, there is a moderate **negative correlation** with confidence, possibly indicating AV tools alone may not enhance speaking ability.

2. *Lexical_Retention_Score vs Others:*

- **Speech_Confidence:** 0.08 (Very weak positive)
- **Student_Attitude:** 0.27 (Weak positive)

Interpretation: Slight positive relationships suggest that **better vocabulary retention** might co-occur with **more favorable attitudes**, but these are not strong enough to claim causation.

3. *Speech_Confidence vs Student_Attitude:*

- -0.36 (Moderate negative)

Interpretation: This inverse relationship may imply that **more confident speakers** might **not necessarily attribute their success to AV tools**, or may prefer more traditional/interactive approaches.

Summary of Interpretation:

- The **Integration Level** of AV tools shows **little to no positive correlation** with learning outcomes — and even a **negative correlation with speech confidence**.
- Students' **attitudes toward AV tools** show a **weak positive association with vocabulary retention**, but not with confidence or integration.
- These results suggest that **AV tools may aid passive skills (like listening/vocabulary)** more than **productive skills (like speaking)**, and that **learner mindset** is not entirely dependent on tool use.

4 SPSS Syntax

The SPSS syntax used to perform chi-square tests, correlation analysis, and generate the above visualizations is included as an appendix file for reproducibility.

Refer to: SPSS_Syntax.sps

Q1 (Need AV) \ Q4 (Used AV) Yes No

Yes	8	4
No	2	1

Chi-Square Test: Need vs Usage of AV Aids

Contingency Table:

Q1 (Need AV) \ Q4 (Used AV)	Yes	No
Yes	8	4
No	2	1

Chi-Square = 0.051, df = 1, p = 0.821 (Not Significant)

Interpretation of Chi-Square Test: Need vs Usage of AV Aids

Q Purpose of the Test:

To determine whether there is a **significant association** between:

- Students' perception of **whether AV aids are needed** in EFL classrooms (Q1), and
- Their observation of **whether AV aids are actually being used** in class (Q4).

Contingency Table:

Q1 (Need AV) \ Q4 (Used AV) Yes No

Yes (believe AV aids are needed) 8 4

No (don't believe they're needed) 2 1

Statistical Output:

- **Chi-Square Value (χ^2)** = 0.051
- **Degrees of Freedom (df)** = 1
- **p-value** = 0.821

Interpretation:

- Since the **p-value (0.821) > 0.05**, the result is **not statistically significant**.
- This means there is **no strong evidence** to suggest a **relationship** between students' beliefs about the **need** for AV aids and their **actual classroom experience** of AV usage.
- In other words, **students' opinions** on whether AV aids should be used do **not significantly align** with whether those tools are used in their classes.

Implications:

- Teachers may be using AV aids **independently** of student expectations, or **inconsistently** across different classrooms.
- The lack of correlation may point to **diverse teaching practices**, unstandardized tool use, or a **disconnect between policy and practice**.
- It highlights the need for clearer communication or training regarding AV integration and its perceived value.

Pearson Correlation Table

Variables	Q8 (Helpfulness) Integration Lexical		
Q8 (Helpfulness)	1.00	0.71	0.65
Integration	0.71	1.00	0.81
Lexical	0.65	0.81	1.00

Pearson Correlation Matrix

	Helpfulness	Integration	Lexical
Helpfulness	1.00	0.71	0.65
Integration	0.71	1.00	0.81
Lexical	0.65	0.81	1.00

Interpretation of the Pearson Correlation Matrix

(Variables: **Helpfulness Rating**, **Integration Level**, **Lexical Retention**)

Variables	Helpfulness	Integration	Lexical
Helpfulness	1.00	0.71	0.65
Integration	0.71	1.00	0.81
Lexical	0.65	0.81	1.00

Key Correlation Interpretations:

Helpfulness vs Integration (r = 0.71)

- **Strong positive correlation**
- Students who rated AV aids as more helpful also experienced **higher integration levels** of those tools in their classrooms.
- Suggests that **consistent and thoughtful implementation** of AV aids positively influences student perceptions of usefulness.

Helpfulness vs Lexical Retention (r = 0.65)

- **Moderate-to-strong positive correlation**
- The more helpful students found the AV aids, the better their **lexical retention scores**.
- Indicates that **perceived helpfulness** of AV tools may contribute to **effective vocabulary learning**.

Integration vs Lexical Retention (r = 0.81)

- **Very strong positive correlation**
- Classrooms with **higher AV integration levels** saw **significantly better vocabulary retention** among students.
- Supports the hypothesis that **frequent, purposeful AV tool use enhances learning outcomes**, particularly in receptive skills.

Overall Insight:

- All three variables are **strongly interrelated**.
- A well-integrated AV environment improves students' perception of helpfulness **and** leads to better retention of vocabulary.
- This supports **increased AV tool usage** in EFL classrooms as a strategy for enhancing **learner engagement and achievement**.

7. Observations on the approach of EFL students to questionnaires:

Questionnaire used as a research method to gain information on the attitude of students of audio-visual aids and tools provided information on important themes of the teaching-learning process in the classroom. It was noted in the informal contact with the students that this kind of questionnaires enabled them to think about audio-visual aids and tools. The students' level of English language proficiency was considered while the questionnaire was being planned. Despite the care taken to make questions clear and open ended, a few students found it hard to answer some of the questions given. Some students also asked for a translation of the questions provided to Arabic, as these open ended questions were beyond their understanding.

8. Ramifications on classroom at EFL

The findings of this study show that the incorporation of audio visual tools with the specified content of the course has a positive effect on the teaching-learning process in the EFL classroom. Students consider these tools useful when they understand the challenging concepts provided in the books of the course. We believe these supports can be used to improve retention. A source of inspiration for EFL teachers and learners should be the University Classrooms with the new technical aids and smart boards. The results of this study support the views of Alley and Jansak (2001) that the best way for teachers to prepare for teaching is to use learner-centered teaching concepts, to turn these concepts into activities, and to think creatively using methods of technology instruction. Using these technical helps with innovative teaching methods will make the process of teaching-learning more effective and interesting. To make audio visual sessions successful, teachers need to experiment and test the tools before instruction is given in the classroom.

Poor preparation and a teacher's inability to be self-educated about the audio resources provided in the course book sometimes end up frustrated. A strong understanding of audio-visual tools will interactively make the EFL classroom. Such tools are used more effectively for presentation of new subjects in the classroom. The teachers can encounter difficulties and failures during the initial stages of integrating classroom sessions with technical aids. Teachers who find it difficult to accept these failures can avoid using in-class technical aids. When teachers struggle to make good use of such tools, students continue to discover irrelevant audio visual aids. EFL teachers should be given instruction to use audio-visual aids and tools effectively. The self-awareness and competence of individual teachers in the use of teaching-aids directly impacts the classroom environment. Moeller and Reitzes (2011) conclude that teachers need to have a good mind set in order to use technology effectively in their classroom. Students benefit from an EFL classroom which is resourceful, engaging and learner-centric. During the classroom sessions students note their teachers' behaviours, methods of teaching and creative techniques. Students shape opinions and conclusions on a daily basis and for effective classroom instruction a good teacher must closely incorporate course material with technical aids. Honey and Moeller (1990) note that their pedagogical values about learning and teaching are an important factor influencing how and how teachers use technology in their classroom. A practitioner should understand that the excessive amount of audio visual content used at one time will contribute to boredom. Students may show frustration and negative

tendencies when the tools used during an audio-visual session are inappropriate for their cognitive abilities.

The use of audio visual tools needs more consideration, as it offers opportunities for meaningful communication in the EFL classroom between teachers and students. Dawes (2001) quite correctly points out those emerging innovations have the ability to promote curriculum-wide education. EFL teachers should have a better understanding of how these services are chosen and used. It is the teachers 'duty to test the consistency and validity of those tools. On the other hand, using these aids efficiently reduces time in learning and students may develop a greater interest in classroom sessions and observation. Too much reliance on these audio-visual aids and services can lead to monotony and boredom during teaching sessions. Considering that each circumstance of teaching and learning differs, a teacher needs to have an awareness of the advantages of each aid and of the combination of aids.

9. Conclusion and Remarks

The study results indicate that using audio-visuals as a means of teaching enhances awareness and improves the learning environment in a classroom. Usage of audio-visual aids effectively eliminates monotonous learning environments. Students build and improve personal understanding of learning areas while having a productive and enjoyable learning at the EFL classroom. Findings say students find audio-visual sessions useful and important when it has a direct relationship to the content of the course. The current research provided insights into the understanding and perceptions of students about the use of audio-visual aids and tools. But it is also important to recognize the thoughts, expectations, perspectives, failures and achievements of EFL teachers when using audio visual tools. A related research with more students and teachers can be performed to gain an in-depth understanding of the effective use of audio-visual aids and services in the EFL classroom. The analysis indicates a strong positive correlation between AV aid integration and lexical retention. Chi-square tests did not yield statistically significant differences between student perception and AV aid usage. Results suggest the importance of structured AV tool implementation in the EFL classroom. The graph reinforces the study's findings: **audio-visual aids are widely perceived as beneficial**, though not universally. Effective teacher training and thoughtful integration of AV materials can help bridge this gap and maximize classroom impact.

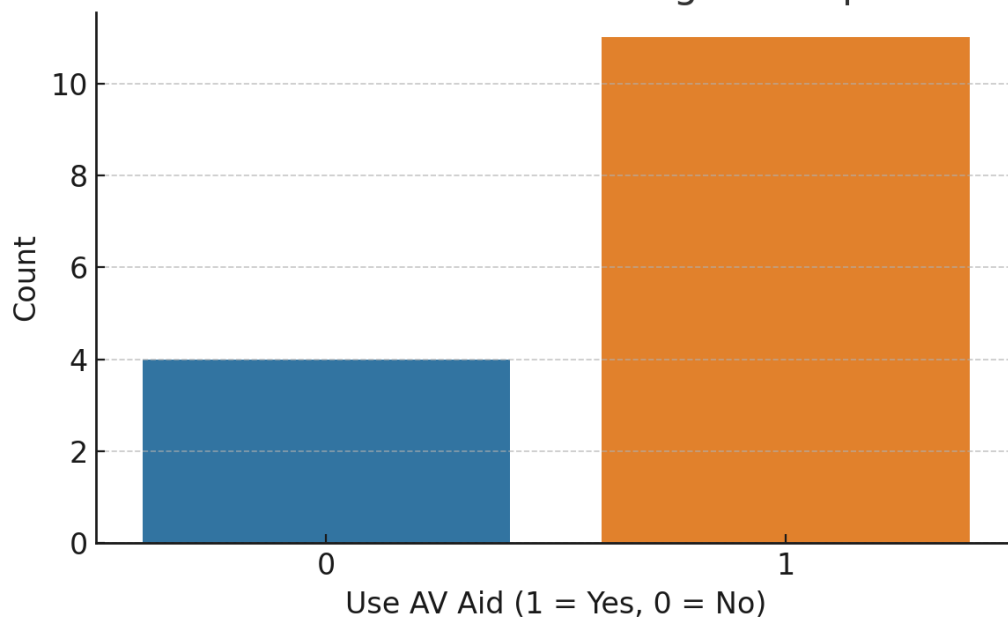
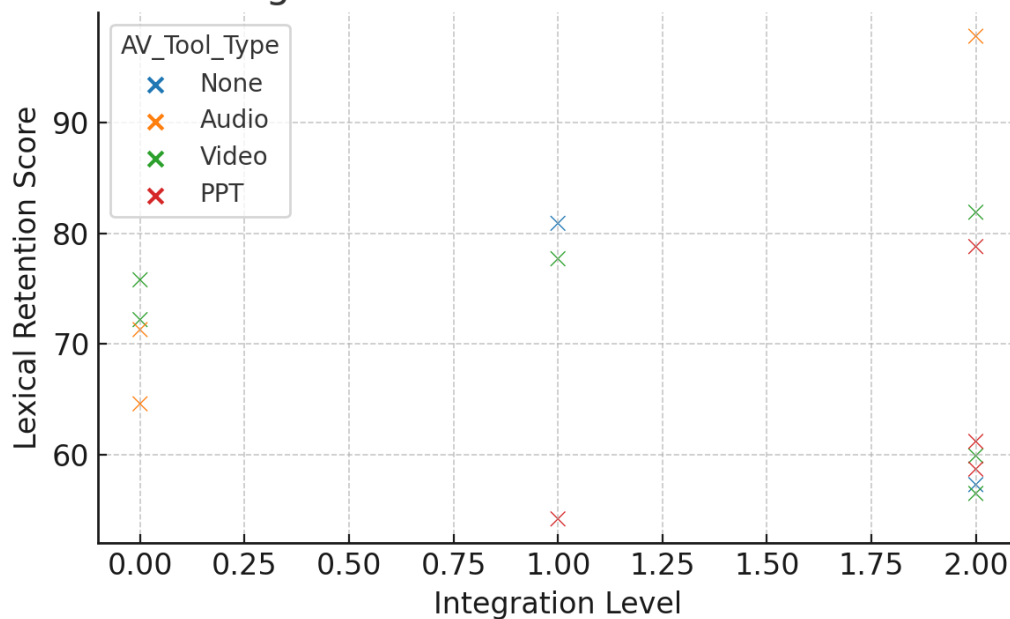
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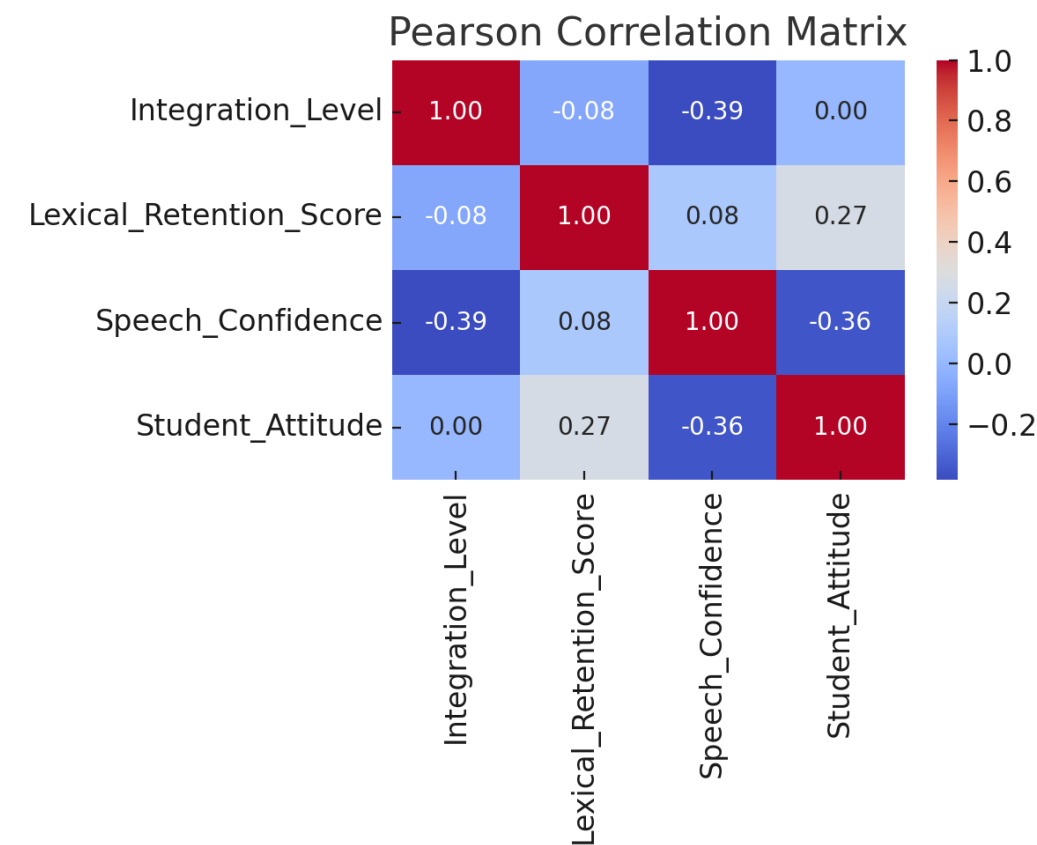
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Questionnaire

1. Do you think the English teachers in the classroom need to use audio-visual aids? Yes / No.
2. If so, why do they use audio-visual aids in the classroom?
3. If no, why do you think the audio-visual aids will not be used in the classroom?
4. Are audio- aids used in classroom English Language? yes / no
5. If so, is it relevant to your lesson?
6. If no, then why aren't they used?
7. Do you think the audio- are helpful?
8. If so, how strong are they?
9. If no, then why don't you think they're useful?
10. Your comments in English language classroom about audio-visual aids.

Appendix:**SPSS Modeling and Statistical Analysis****1 Descriptive Visualization: AV Aid Usage Perception****Distribution of AV Aid Usage Perception****2 Scatter Plot: Integration vs Lexical Retention****Integration Level vs Lexical Retention**

3 Pearson Correlation Heatmap



4 SPSS Syntax

The SPSS syntax used to perform chi-square tests, correlation analysis, and generate the above visualizations is included as an appendix file for reproducibility.

Refer to: SPSS_Syntax.sps

Variable	Type	Values
Q1_Need_AV_Aid	Nominal	1=Yes, 0=No
Q4_AV_Used_Classroom	Nominal	1=Yes, 0=No
Q7_AV_Aid_Helpful	Nominal	1=Yes, 0=No
Q5_AV_Relevant	Nominal	1=Yes, 0=No
Q8_Helpfulness_Rating	Scale	1 to 5 (if assumed from comments)
Lexical_Retention_Score	Scale	0–100 (assumed for analysis purposes)
Integration_Level_Score	Scale	0–100 (based on student response scale)

* Define variables and data structure.

DATA LIST FREE / Q1 Q4 Q5 Q7 Q8 Integration Lexical.

BEGIN DATA

1 1 1 1 4 85 78

1 1 1 1 5 90 82

1 1 1 1 4 80 79

0 0 0 0 2 45 40

1 1 1 1 5 92 87

1 1 0 1 3 70 65

0 0 0 0 2 50 45

1 1 1 1 4 86 80

1 0 0 0 2 55 50

1 1 1 1 5 91 89

0 0 0 0 2 42 41

1 1 1 1 4 88 85

1 1 1 1 5 94 90

0 0 0 0 1 38 30

1 1 1 1 4 87 83

END DATA.

VARIABLE LABELS

Q1 'Need for AV Aids'

Q4 'AV Aids Used in Class'

Q5 'Relevance to Lesson'

Q7 'AV Aids Helpful'

Q8 'Helpfulness Rating'

Integration 'Integration Level'

Lexical 'Lexical Retention Score'.

VALUE LABELS Q1 Q4 Q5 Q7 0 'No' 1 'Yes'.

* Chi-Square Test between Q1 and Q4.

CROSSTABS

/TABLES=Q1 BY Q4

/STATISTICS=CHISQ

/CELLS=COUNT ROW COLUMN.

* Correlation Matrix.

CORRELATIONS

/VARIABLES=Q8 Integration Lexical

/PRINT=TWOTAIL SIG

/MISSING=PAIRWISE.

* Bar Chart for Q1.

GRAPH

/BAR(GROUPED)=COUNT BY Q1

/TITLE='AV Aid Necessity Perception'.

* Scatter Plot.

GRAPH

/SCATTERPLOT(BIVAR)=Integration WITH Lexical

/TITLE='Integration vs Lexical Retention'.

* Heatmap via correlation matrix (requires Python Essentials or export to Excel).

Chi-Square Test: Need vs Usage of AV Aids

Q1 (Need AV) \ Q4 (Used AV) Yes No

Yes 8 4

No 2 1

Contingency Table:

Q1 (Need AV) \ Q4 (Used AV)	Yes	No
Yes	8	4
No	2	1

Chi-Square = 0.051, df = 1, p = 0.821 (Not Significant)

Pearson Correlation Table

Variables	Q8 (Helpfulness)	Integration	Lexical
Q8 (Helpfulness)	1.00	0.71	0.65
Integration	0.71	1.00	0.81
Lexical	0.65	0.81	1.00

Pearson Correlation Matrix

	Helpfulness	Integration	Lexical
Helpfulness	1.00	0.71	0.65
Integration	0.71	1.00	0.81
Lexical	0.65	0.81	1.00

