

## Effectiveness of Audiovisual Materials in Developing Tertiary Level Learners' English Listening and Speaking Skills

Md. Munibur Rahman<sup>1</sup>, Marium Jamila<sup>2\*</sup>

### ARTICLE INFO

#### Article History:

Received: December 2023

Accepted: February 2024

#### KEYWORDS

Audiovisual materials  
Bangladeshi context EFL learners  
Language skills  
Tertiary level

### ABSTRACT

Communication skill is considered to be one of the most demanding skills of the day and proficiency in listening and speaking skills paves the way for being communicative. To develop one's listening and speaking skills, there are many ways and factors including the use of audiovisual materials in an English as a foreign language (EFL) classroom. This study analyzed the effectiveness of audiovisual materials in developing tertiary-level students' English listening and speaking skills. To do so, experiments followed by formative assessment were carried out on the first-year undergraduate students of the Department of English, Jashore University of Science and Technology, Bangladesh. To triangulate the experiment results and ensure trustworthiness, a student-questionnaire survey was also conducted. The overall findings revealed that the use of audiovisual materials has a major impact on the development of listening and speaking skills of EFL students. The findings of this research are supposed to help education policymakers, education administrators, teachers, and students adopt better policies and decisions to make teaching and learning English more effective and fruitful at different stages in second or foreign-language contexts.

### 1. Introduction

Communication skills are one of the most sought-after soft skills (Lake, 2023) where listening (Ludovikus et al., 2023; Vani & Naik, 2023) and speaking (Musrifah, 2023; Sugiantiningsih et al., 2023) skills play a crucial role. When people communicate with others around them every day using languages to serve their purposes in various situations, they experience languages as communication tools. This experience leads to the acquisition of a language as they acquire languages through communication for real purposes. Human beings spend almost 70% of their daily time in communication in different forms. Of the total communication, people spend 45% time listening and 30% speaking *i.e.*, they spend 75% of their total communication time listening and speaking, the primary skills (Lee & Hatesohl, 1983). Hence, most people's daily life communications take place using listening and speaking skills, and they acquire these two skills before they acquire reading and writing skills (Kumar & Shankar, 2021). A second or foreign language learner may not have the opportunity to use the target language as a communication tool in real situations. In that case, the use of audiovisual materials in classrooms can play a vital role in developing the listening and speaking skills of the learners in the target language.

In this globalized world, a good command of English is considered one of the most demanding skills around the world (Rao, 2019). Given this fact, Bangladeshi students, according to the national curriculum, have to study English as a compulsory subject for twelve years. However, the English communication skills of most of the students are not up to the mark for many reasons. The existing education system does not encourage the students to start language learning focusing on developing listening and speaking skills. Besides, as they do not need to use English outside the classrooms for real daily-life purposes, an overwhelming number of students cannot develop their communication skills in

<sup>1</sup> Associate Professor, Department of English, Jashore University of Science and Technology, Jashore 7408, Bangladesh, Email: munibur@just.edu.bd

<sup>2\*</sup> Associate Professor, Department of English, Jashore University of Science and Technology, Jashore 7408, Bangladesh, Email: m.jamila@just.edu.bd

English. As a result, there remains a huge gap between the objectives and achievements of twelve years of studying English as a compulsory subject *i.e.*, the students can hardly develop their listening-speaking skills which are a must for successful verbal communication. Teachers do not emphasize the development of these skills or even do not regularly use audiovisual materials as our testing system from elementary to tertiary levels does not evaluate learners' competence in these two skills. These skills are not assessed in the classrooms as well.

However, the concept of classroom assessment in the form of continuous assessment is an undeniable task because continuous assessment is a format of evaluation that helps teachers analyze students' performance systematically. This formative assessment, unlike traditional assessments, happens frequently. The primary goal of this type of assessment is to integrate evaluation seamlessly into the teaching and learning process, fostering the comprehensive development of students' performance. This approach ensures a higher level of learning by carefully identifying learning gaps and implementing necessary remedial interventions (Aliakbari et al., 2023; Naka, 2023; Jawad, 2020; Pramila, 2015; Maarouf, 2013). While talking about the importance of continuous assessment in language learning, Pramila (2015) mentioned that "Language acquisition is possible only over a while and continuous practice helps the learners retain and enrich their language" (p. 609).

As the use of audiovisual materials in Bangladeshi classrooms for improving students' listening and speaking skills is mostly ignored, it is necessary to find out the importance of audiovisual materials in an EFL classroom in the context of Bangladesh because these materials have already been proven effective for language learning in many other countries of the world (Xu et al., 2022; Espinoza et al., 2021; Helmi, 2019; Atmaja, 2018; Bajrami & Ismaili, 2016; Bahrani et al., 2014; Ashaver & Igyuve, 2013, etc.).

The general objective of this research is to evaluate the efficacy of audiovisual materials in developing university-level learners' listening and speaking skills. The specific objectives of this research are:

1. to assess students' performance in listening and speaking tests followed by well-designed audiovisual material-supported class lessons;
2. to analyze students' perceptions of the use of audiovisual materials from primary to university-level classrooms; and
3. to analyze students' perceptions of the effectiveness of audiovisual materials in enhancing listening and speaking skills.

To meet the research objectives, the following question is addressed in this study.

Q1: What is the impact of audiovisual materials on the development of tertiary-level students' listening and speaking skills?

This research has the potential to help education policy-makers and administrators rethink whether to include audiovisual-supported listening-speaking materials in the textbooks, class-teaching, assessment, and testing systems of schools, colleges, and universities in Bangladesh and other EFL contexts.

## 2. Review of Literature

### 2.1. The Concept of Audiovisual Materials in Classrooms

Audiovisual aids or materials in classrooms include audio and video recordings, films, photographs, YouTube videos, etc. that are used with the help of multidimensional equipment such as LCD projectors, film projectors, smartboards, TVs, computers, DVD players, virtual classrooms, microphones, multimedia, smart boards, etc.

The use of audiovisual materials engages both the auditory and visual senses of the students simultaneously (Wondimtegn, 2020). Edgar Dale, a Professor at Ohio State University developed the Cone of Experience, also known as the Learning Pyramid in 1946. Here one can find the magical power of using audiovisual materials in teaching and learning (Lee & Reeves, 2007). The inclusion of audiovisual materials in EFL classes can be a good initiative as these materials and equipment can easily enhance teachers' capacity to teach these two skills and the students can also develop their listening and speaking skills through active engagement and exposure to real-life ambiance (Dale, 1969).

Audio materials like audio tapes, audiobooks, podcasts, etc. have tremendous impacts on learners' listening (Kartal & Simsek, 2017; Tusmagambet, 2020) as well as the overall learning

experience (Chan et al., 2014). In addition, B. M. Bowen (1991) believes that visual aids inspire learners to be engaged actively in classroom activities by stimulating their creative thinking by bringing real-life scenarios into classroom contexts. The effects of visual aids have more positive impacts on learners and help them learn all four language skills in natural and multi-dimensional ways (Bowen, 1991 as cited in Wondimagegn, 2020, p. 484). Çakir (2006) states that visual aids are supportive not only for making topics easier but also for triggering learners' cognitive power to explain the topics in convincing ways. Particularly in the contexts of foreign language teaching and learning, these materials work as a boon for both the teachers and learners.

According to Edge (1994), audiovisual materials carry importance, especially for two reasons. Firstly, these aids present authentic materials which are the core of learning a language successfully. Secondly, these materials immensely work in increasing learners' motivation which is another crucial part of language learning (Edge, 1994 as cited in Chamba & Gavilanes, 2019).

## 2.2. Related Literature

In this world of technology, like other disciplines and through their research, language teachers and educators have shown their great interest in the use of audiovisual materials in foreign or second language classroom contexts (Intan et al., 2022; Al Jawad, 2021; Pham, 2021; Yamaguchi, 2020; Islam, 2020; Islam & Salam, 2020; Irmawati, 2019; Hasan et al., 2018; Idris, 2015; Ladjalidjamila, 2015; Rahman & Mamun, 2015; Madhuri, 2013, Sadeghi & Farzizadeh, 2013, etc.). The importance of audiovisual materials in assessing learners' language skills has also been observed by different researchers (Ismailia & Binarkaheni, 2022; Yükselir & Kömür, 2017; Basal et al., 2015, etc.).

Using a descriptive analysis approach Al Jawad (2021) conducted his research on eighty secondary-level students and twenty teachers in Libya to analyze the use of audiovisual aids in EFL classrooms. The findings of students' and teachers' questionnaires proved that audiovisual materials played a positive role in building up learners' language skills. This research also showed some practical barriers faced while using audio aids *e. g.*, teachers did not have sufficient training, equipment as well as motivation in this regard. This research also made some recommendations like the maximum use of these aids by the teachers, properly installed tools, increasing teachers' expertise, etc. for reaching targeted success.

Yamaguchi (2020) tried to analyze whether audiovisual materials have positive impacts on Japanese learners' extensive listening comprehension. Data were collected from five intermediate and eight elementary-level students by using a questionnaire survey. After analyzing participants' responses, this study concluded that extensive listening skills can be developed by using these particular teaching-learning materials.

Besides examining the use of audiovisual materials in classroom activities for developing learners' language skills, Yükselir and Kömür (2017) also showed how these materials could be used as an assessment tool. At first, twenty students from Osmaniye Korkut Ata University were chosen and divided into two groups. The treatment group consisting of 10 students was instructed to "watch videos taken from YouTube, BBC, VOA, and TED with subtitles or texts" (p. 259) that were selected by the researchers. Students had a regular speaking test before the experiment began, and at the end of a five-week intervention, they had a second test based on video materials. The result indicated that the treatment group performed better in the second test as well as did better than the control group. In this study, the effectiveness of video materials for developing learners' speaking skills and as an assessment tool has been proven.

Like other EFL contexts, studies have also been conducted in the Bangladesh context. In 2018, Hasan et al. collected data through six focus group discussion sessions to analyze the role of YouTube videos in improving learners' English language proficiency. Thirty tertiary-level students from different universities in Bangladesh participated in this qualitative study. After analyzing data through coding techniques, this study revealed that YouTube videos encourage learners to learn the language in a stress-free and entertaining environment. These videos are very conducive to overcoming overall grammatical errors, enhancing listening skills, increasing fluency, etc. Even for elucidating individual language barriers, it supports immensely. This research also provided some suggestions like avoiding culturally biased content and using video materials proportionately to meet the lesson objectives.

Rahman and Mamun (2015) conducted research among tertiary-level students in Bangladesh. They attempted four specific research questions to analyze the effectiveness of audiovisual materials in language teaching. The findings of this qualitative research also proved that these aids are effective not only for adding dimensions to teaching styles but also for accelerating learners' learning process in constructive ways. To scrutinize the role of these aids, interview sessions with open-ended questions were administered to five teachers and twenty-five students of Dhaka City, and five classes were also observed to collect more accurate data. The study found that common audiovisual aids in Bangladeshi classrooms include equipment like video and audio clips, documentaries, pictures, etc. which facilitate the language learning process. The learners feel more interested in the topic when they can learn it with audiovisual support. At the same time, these materials encourage them to actively participate in classroom activities. Lack of appropriate materials and technical support was also observed as practical obstacles that must be overcome by initiating and introducing some steps like choosing appropriate and interesting materials based on learners' proficiency levels, the purpose of the lessons, etc.

Just like Rahman and Mamun (2015), another research conducted by Yasmin et al. (2022) also tried to analyze the impacts of video materials on foreign language learners' learning process. A total of two hundred students from a private university in Bangladesh took part in this study. This mixed methods study collected data through open and close-ended questionnaires. The findings revealed that teacher-made video materials have positive impacts on learners. These materials worked as a motivation for them and ultimately their learning process was facilitated. Besides mentioning the utilities of these materials, this study also put forward some crucial issues to be addressed like the use of short videos that match the proficiency levels of the learners, the use of puzzles or games, etc.

Though, in recent times, research on audiovisual materials is available in Bangladesh, this research is still able to add some value to this research field because this research has used a different tool (continuous assessment) to analyze the impacts of audiovisual materials on the development of learners' listening and speaking skills which is unique to this context and has yet not been used or analyzed by other researchers of this country.

### **3. Method**

This study aimed to assess the effectiveness of audiovisual materials for improving students' listening and speaking skills. This is an experiment and perception-based quantitative research where the researchers observed the gradual developments of learners' listening and speaking skills for three months using specific listening-speaking activities and tests, and analyzed students' perceptions regarding the effectiveness of audiovisual materials for developing these particular skills through questionnaire survey.

#### **3.1. Participants and Setting**

To measure the effectiveness of the materials in developing these skills, 46 first-year undergraduate students, aged between 19 and 22 (Mean 20.28 and SD 0.99), of the Department of English of Jashore University of Science and Technology, Jashore, Bangladesh were selected based on purposive sampling. The purposive sampling method was followed as these students compulsorily took lab-based listening and speaking courses in their first semester of the first year. Of the total participants, 32 (73.91%) were male students and 14 (26.09%) were female students. They all had a pre-intermediate level of proficiency. They took part in the skills (listening and speaking) development sessions followed by assessments. After the completion of all the sessions and tests, a questionnaire survey of the participants was also conducted where 24 students voluntarily responded on Google Forms to convey their perceptions of the effectiveness of audiovisual materials and other related issues, while the rest of the students did not take part in the survey. As the questionnaire survey was optional, the researchers got fewer participants than the listening-speaking test participants.

#### **3.2. Research Tools**

Twenty-four listening-speaking sessions were conducted interchangeably by two-course instructors. A total of 10 listening sessions were randomly followed by an assessment to monitor the gradual progress of the students. Each assessment session had 20 questions and one mark was allocated for each question. In the same way, 10 speaking sessions were assessed as well. After the first two



lessons on speaking, the tests were conducted at regular intervals of one or two classes to evaluate the development of learners' speaking skills.

Considering the proficiency levels of the students, different audio and video clips (TED Talks, BBC Learning English, etc.) by native speakers were carefully selected, and before every session, some videos were shared with students on Google Classroom so that they could watch and listen to those at home. The students could listen to the videos using their headphones or the central sound system of the classroom. For the test, segments from a few of the videos were converted into audio and linked to the Google Form. Students were first introduced to simple audio-visual clips and gradually they were given more difficult clips to comprehend. Intensive classes were also conducted to guide them on how to do well in both listening and speaking sessions and which strategies they needed to follow to achieve success during the intervention.

The listening tests contained true/false, MCQ, fill-in-the-blank, multiple-answer questions, and matching information tasks based on the audio text. The speaking tests were also designed carefully considering the proficiency levels of the learners, *i.e.*, at the very beginning of the sessions, the video clips on an easy topic "How to Introduce Myself" were played, and based on these, learners were tested. In the last part of the sessions, the lesson was on a sophisticated topic "Motivational Speech" and students were asked to make video presentations on motivational speeches and they enjoyed the freedom of selecting their subjects for the speech. All these video presentations were considered as the last speaking test. Just like the listening sessions, the students were introduced to and tested with easy to difficult speaking topics gradually, and 20 marks were allocated for each speaking assessment.

For designing the questionnaire, the five-point Likert scale was used with the combined options of "always to never"; "very much to not at all" and "strongly agree to strongly disagree". The participants were requested to put tick marks on the right options.

### 3.3. Data Analysis

For a collective comparison of the scores achieved by the participants (both listening and speaking) on different days, an average score for every single day was prepared. SPSS and MS Excel were used to analyze students' test scores and questionnaire findings (in terms of frequency and percentage) as well as to present the data in different tables and figures.

### 3.4. Trustworthiness

To ensure the validity and reliability of the research, some steps were followed. The questionnaire, for example, was designed carefully and checked by other colleagues and experts, and some of their suggestions were incorporated. Cronbach's alpha coefficient was used to measure the internal consistency of the questionnaire items. The Cronbach's alpha for the questionnaire has been 0.691. As "Cronbach's alpha value is expected to be at least 0.70 to indicate adequate internal consistency of a given questionnaire" (Aithal & Aithal, 2020, p. 7) and 0.691 is closer to 0.70, this study's questionnaire had adequate or at least moderate consistency. To triangulate the results of the listening and speaking tests, a perception survey of the students was conducted as well. To assess and analyze the test scores, SPSS and MS Excel were used for more reliable results and accuracy. Due to the resource and time constraints, purposive sampling was followed all through the study.

### 3.5. Informed Consent

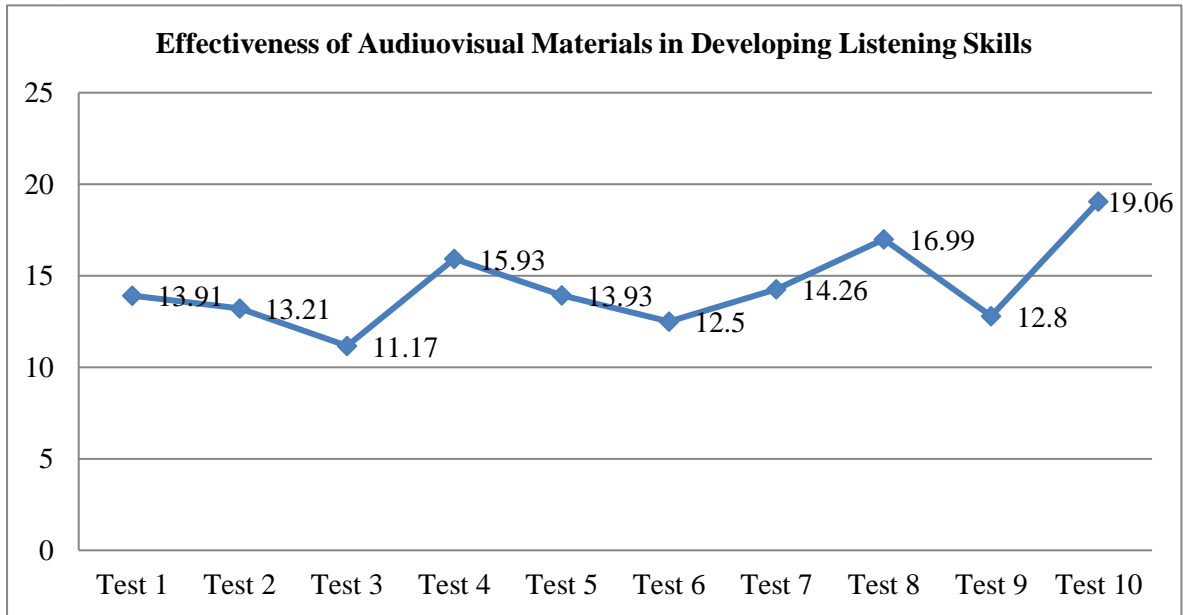
Students gave their consent to take part in the questionnaire survey spontaneously. This process was a completely voluntary one. Before taking the survey, they were notified that this survey did not have any impact on their academic results. The participants were also assured that information or data given by them would be kept confidential and be used only for research purposes so that they could feel free and comfortable to provide reliable and actual data.

## 4. Results and Discussion

### 4.1. Findings of the Performance Test

Figure 1 shows the test-wise average marks of listening tests obtained by the total number of students who took that particular test (T) on a particular date.

Figure 1  
Average Marks (out of 20) on Listening Tests

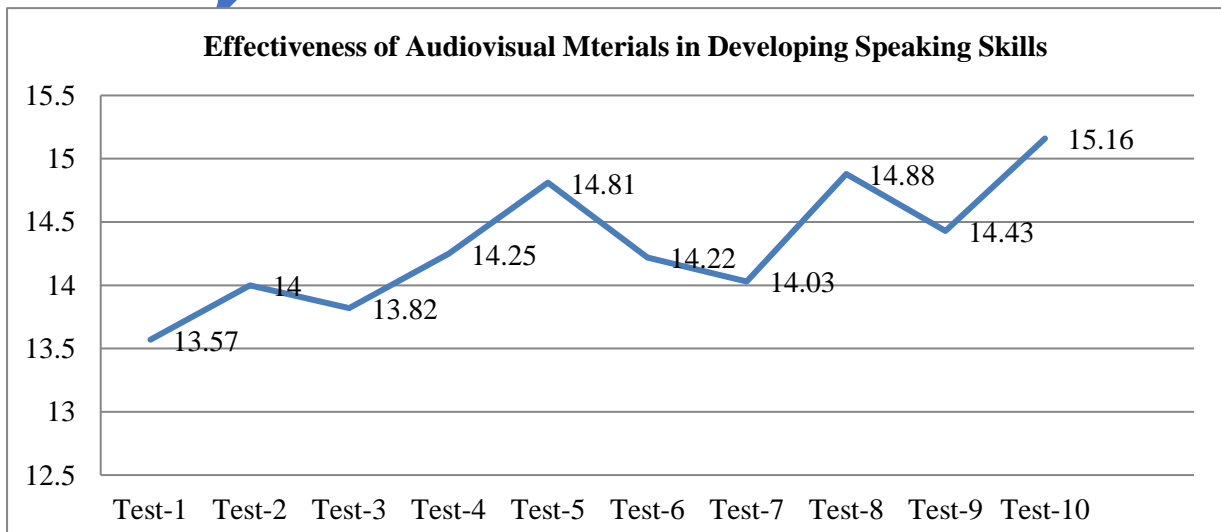


The average marks of all these 10 listening tests show that there were some fluctuations (Figure. 01) in the test scores *i.e.*, they performed lower in tests like test 2 (13.21 out of 20); test 3 (11.17 out of 20), test 6 (12.5 out of 20); and test 9 (12.8 out of 20) in comparison to test 1 (13.91 out of 20). On the other hand, they performed better in test 4 (15.93 out of 20); test 5 (13.93 out of 20); test 7 (14.26 out of 20); test 8 (16.99 out of 20); and test 10 (19.06 out of 20). Ultimately, the average scores of most of the tests, and more specifically the findings of test 1 (13.91 out of 20) and test 10 (19.06 out of 20) clearly showed that students’ overall performance was upgraded over time.

The average scores of 10 speaking tests also show students’ gradual development (Figure 02). Though like the listening tests, there was also some instability in speaking test scores, the ratio was very minimal. Students performed better in test 2 (14 out of 20); test 3 (13.82); test 4 (14.25); test 5 (14.81); test 6 (14.22); test 7 (14.03); test 8 (14.88); test 9 (14.43) and test 10 (15.16) in comparison to test 1 (13.57 out of 20). So, the overall test scores revealed students’ step-by-step development which was noted through audiovisual-based assessment procedures. The average test scores of test 1 (13.57) and test 10 (15.16) distinctively exposed learners’ continuous development of speaking skills, one of the aspects this study tried to analyze.

Figure 2 shows the test-wise average marks of speaking tests obtained by the total number of students who took that particular test on a particular date.

Figure 2  
Average Marks (out of 20) on Speaking Tests



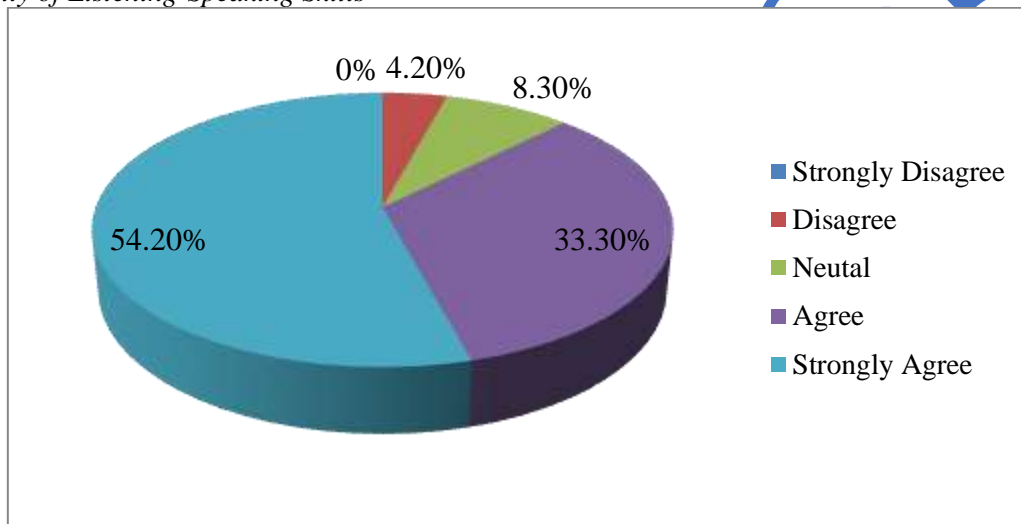
The specific figures of both listening and speaking tests present that there were some fluctuations of performance in the average test scores of the examinees, still, overall performance records of these stages show their movements towards the ultimate progress.

**4.2. Findings of the Questionnaire Survey**

The questionnaire consisting of 11 items was administered to collect data on learners’ views on the importance of listening and speaking skills (item 1), their perceptions of the use of audiovisual materials at school and college level classrooms (items 2-7) as well as their perceptions of the effectiveness of these materials at tertiary level classrooms (items 8-11).

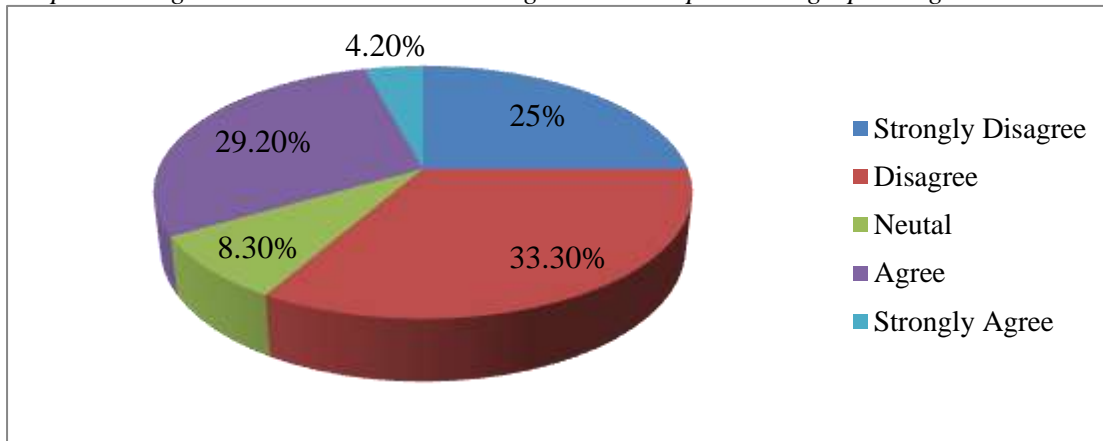
Students expressed their opinion on the importance of listening and speaking skills (item 1) where 54.20 % of the students chose the *strongly agree* option and 33.30% chose the *agree* option. Most surprisingly, only 1 student chose the *disagree* option and nobody chose the *strongly disagree* option which confirmed their awareness of learning these two skills to develop their working knowledge of English.

Figure 3  
*Necessity of Listening-Speaking Skills*



At the same time, only 8.30% of students in the total sample said that (findings of questionnaire item 2) listening-speaking classes were regularly conducted in schools and colleges and 54.20% of students revealed that they never had experienced such types of classes. The majority of the students (58.30% and 70.80% respectively) were also not happy with the arrangement (item 3) and regular use (item 4) of audiovisual materials in their schools and colleges.

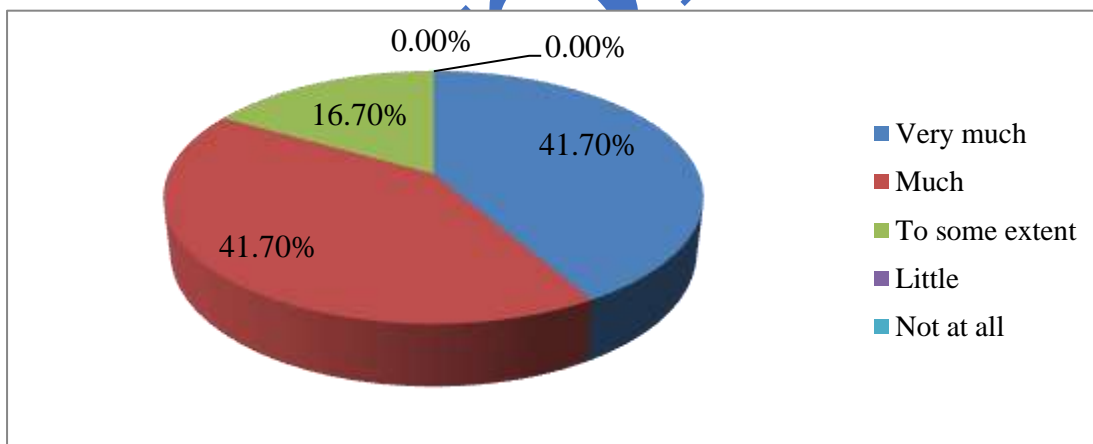
Figure 4  
*Proper Arrangements in Schools and Colleges to Develop Listening-Speaking Skills*



On item 5, only 8.30% of students opined that listening and speaking skills were assessed regularly in classroom settings. Even 79.20% of participants opined that they never had the experience of listening-speaking assessments in final examinations (findings of item 6) and the majority of them (91.70%) believed that inclusion of audiovisual materials is a must from primary to HSC level classrooms (item 7).

On item 8, most of the students (83.40%) expressed their firm beliefs on the effective role of audiovisual materials in enhancing listening-speaking skills. Most surprisingly, no participant chose either “little” or “not at all” options.

Figure 5  
*Effectiveness of Audiovisual Materials in Developing Listening-Speaking Skills*





This finding plainly illustrated that no participant ignored the efficacy of these materials. At the same time, 87.50% of participants believed that audiovisual-supported classrooms provided comfort zones (item 9) where they got huge opportunities to learn the language in easy ways. Just like the previous item, nobody showed any negative views in this regard. The findings of item 10 portrayed the very positive views of the participants. Here 100% of the students opined that in building their confidence in listening and speaking in English, these materials worked like an accelerator. On item 11, the last item of the questionnaire, participants expected that the course would be continued in the next semester which proved the efficacy and necessity of audiovisual materials at tertiary level classrooms.

## 5. Discussion

The findings of the study reveal that the overall scores of the participants both in the listening and speaking tests gradually rose over time. This aspect of the assessment indicates the positive impacts of audiovisual materials on learners' development of two primary language skills, *i.e.* listening and speaking. As the students were not well-acquainted with audiovisual-supported testing systems (see the discussion under questionnaire survey findings), most of them were not able to perform confidently on the first few tests except for some students. However, over time, they successfully coped with the system and started performing confidently. This finding matches the finding of Yükselir and Kömür (2017) where the performance of learners on the second speaking test was better than the first one. There are some fluctuations in the test scores which are not something unexpected but rather the reflection of the real learning processes through which students usually experience different aspects of language learning as well as develop their particular skills. The analysis of the major findings makes the concept clear that most of the students were not introduced to listening tests in their schools and colleges. Islam et al. (2021) also observed the same thing in their research. Speaking tests also were not conducted in their schools and colleges. There was hardly any assessment of their listening and speaking skills in their classes before which discouraged them from practicing these skills resulting in their poor command of English as language skills are integrated and symbiotic. There was no test as well to grade their skills in listening and speaking. These findings uncover the real scenario of Bangladeshi English classroom practices, especially at the HSC and tertiary levels. It is found that, at the tertiary level, listening-speaking sessions using audiovisual materials help the learners develop their listening and speaking skills, and the listening-speaking activities increase their confidence to express themselves in English. The study by Kirana (2016) also revealed the usefulness of audiovisual aids in developing learners' listening skills. The participants also opined that the listening sessions based on audio-visual materials also helped them develop their speaking skills. Yükselir and Kömür (2017) conducted their research with tertiary-level learners and revealed a similar result, *i.e.* watching well-designed videos accelerates the development of speaking skills.

The examination of test results and the analysis of questionnaire responses demonstrate that the incorporation of audiovisual materials significantly enhances students' listening and speaking abilities. Participants expressed the view that their proficiency in these skills could be further advanced if listening and speaking sessions were conducted using audiovisual resources at the Secondary and Higher Secondary levels. Notably, the positive influence of listening materials and sessions on the improvement of students' speaking skills is intriguing. Students acquire valuable insights from video and audio clips, observing how proficient English speakers articulate words and communicate in various contexts. This finding aligns with the observations made by Zhang (2009).

## 6. Limitations

Conducting the pre and post-test experiments is an effective way to measure students' performance which has not been addressed in this study. Time limitations and course conducting systems were the main obstacles in this regard. However, hopefully, these research techniques will be followed more dedicatedly and in organized ways by the researchers in their next research or by other future researchers. At the same time, to more substantially establish this study's findings, further research on a large scale should be conducted.

## 7. Conclusion

As communication skills are one of the most sought-after soft skills, and English is the most widely used lingua franca in the world, it is a must for learners to develop their communication skills in English so that they can comfortably survive and thrive in the competitive world. Of the total use of communication skills, listening and speaking skills cover the maximum communication time (Bird, 1953 as cited in Gilakjani & Ahmadi, 2011; Kline, 1996). So, this study focuses on the effectiveness of audiovisual materials in developing students' listening and speaking skills which are considered integral parts of communication skills. This study finds that the use of audiovisual materials substantially develops students' listening and speaking skills even at the undergraduate level. The students surveyed through a structured questionnaire strongly believe that they can more effectively acquire language skills and develop their communicative efficiency in English if the language skills development classes (more specifically, listening and speaking skills development classes) are conducted at the Secondary and Higher Secondary levels as well using audiovisual materials. Several researchers have also reported such findings, demonstrating their relevance in both Bangladeshi and other EFL classroom contexts (Kwegyiriba et al., 2022; Kathirvel & Hashim, 2020; Yamaguchi, 2020). So, it is recommended to organize classes focusing on the development of listening and speaking skills using audiovisual materials (Maniruzzaman & Rahman, 2008), followed by comprehensive assessments and tests at the tertiary level as these significantly expedite the process of acquiring language skills. The incorporation of audiovisual materials into the EFL classrooms, assessments, and testing systems at the Secondary and Higher Secondary levels needs to be sincerely considered.

### Acknowledgments

The authors are grateful to the research participants. The authors are also grateful to the editor and the reviewers.

### Declaration of Conflicting Interests

The authors declare that they have no conflicting interests.

### Funding

The authors received no funding for this study.

### References

- Aithal, A., & Aithal, P. S. (2020). Development and Validation of Survey Questionnaire & Experimental Data—A Systematical Review-based Statistical Approach. *International Journal of Management, Technology, and Social Sciences (IJMTS)*, 5(2), 233-251. [https://mpr.a.ub.uni-muenchen.de/104830/1/mpra\\_paper\\_104830.pdf](https://mpr.a.ub.uni-muenchen.de/104830/1/mpra_paper_104830.pdf)
- Aliakbari, M., Yasini, A., & Sadeghi, S. (2023). Iranian EFL Teachers' Classroom Assessment Practices: Discrepancy between Theoretical and Practical Aspects of Classroom Assessment Practices. *International Journal of Language Testing*, 13(2), 149-169. <https://doi.org/10.22034/IJLT.2023.394374.1252>
- Ashaver, D., & Igyuve, S. M. (2013). The Use of Audio-Visual Materials in the Teaching and Learning Processes in Colleges of Education in Benue State-Nigeria. *IOSR Journal of Research & Method in Education*, 1(6), 44-55. <https://doi.org/10.9790/7388-0164455>
- Atmaja, D. S. (2018). Using Audio-Visual Aids to Improve the Students' Reading Skill. *English Education*, 6(3), 339-344. <https://doi.org/10.20961/eed.v6i3.35898>
- Al Jawad, A. S. H. (2021). An Investigation of Using Audio-Visual Aids in the EFL Classes in Libya: A Case Study of Kufrah Secondary Schools. *International Journal of Linguistics, Literature and Translation*, 4(3), 192-200. <https://doi.org/10.32996/ijllt.2021.4.3.22>
- Bahrani, T., Tam, S. S., & Zuraidah, M. D. (2014). Authentic Language Input Through Audiovisual Technology and Second Language Acquisition. *SAGE Open*, 4(3), 2158244014550611. <https://doi.org/10.1177/2158244014550611>
- Bajrami, L., & Ismaili, M. (2016). The Role of Video Materials in EFL Classrooms. *Procedia-Social and Behavioral Sciences*, 232, 502-506. <https://doi.org/10.1016/j.sbspro.2016.10.068>

- Basal, A., Gülözer, K., & Demir, İ. (2015). Use of Video and Audio Texts in EFL Listening Test. *Journal of Education and Training Studies*, 3(6), 83-89. <https://files.eric.ed.gov/fulltext/EJ1078277.pdf>
- Bowen, M. B. (1991). *Look Here! Visual Aids in Language Teaching*. London: Modern English Publishers.
- Çakir, I. (2006). The Use of Video as an Audio-Visual Material in Foreign Language Teaching Classroom. *The Turkish Online Journal of Educational Technology*, 5(4). <https://files.eric.ed.gov/fulltext/ED501362.pdf>
- Chamba, M., & Gavilanes, C. (2019). Authentic Audio-Visual Material in the Development of Oral Fluency in University Intermediate English Students. *Literatura y lingüística*, 39, 199-223. [https://www.researchgate.net/publication/335739447\\_Authentic\\_audio-visual\\_material\\_in\\_the\\_development\\_of\\_oral\\_fluency\\_in\\_university\\_intermediate\\_english\\_students](https://www.researchgate.net/publication/335739447_Authentic_audio-visual_material_in_the_development_of_oral_fluency_in_university_intermediate_english_students)
- Chan, C., Lei, W., & Lena, X. (2014). A Study of Video Effects on English Listening Comprehension. *Studies in Literature and Language*, 8(2), 53-58. <https://doi.org/10.3968/4348>
- Dale, E. (1969). *Audiovisual methods in teaching* (3rd ed.). NY: Dryden Press.
- Espinoza, M. G. T., Cárdenas, Y. I. C., Martínez, C. V. P., & Saavedra, F. I. B. (2021). The Use of Audiovisual Materials to Teach Pronunciation in the ESL/EFL Classroom: El uso de materiales audiovisuales para enseñar la pronunciación en el aula de ESL/EFL. *South Florida Journal of Development*, 2(5), 7345-7358. <https://doi.org/10.46932/sfjdv2n5-074>
- Gilakjani, A. P., & Ahmadi, M. R. (2011). A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies for Improvement. <https://doi.org/10.4304/jltr.2.5.977-9>
- Hasan, M. M., Ibrahim, F., Mustapha, S. M., Islam, M. M., & Al Younus, M. A. (2018). The Use of YouTube Videos in Learning English Language Skills at Tertiary Level in Bangladesh. *IUKL Res. J*, 6, 27-36. [https://www.academia.edu/40268609/THE\\_USE\\_OF\\_YOUTUBE\\_VIDEOS\\_IN\\_LEARNING\\_ENGLISH\\_LANGUAGE\\_SKILLS\\_AT\\_TERTIARY\\_LEVEL\\_IN\\_BANGLADESH](https://www.academia.edu/40268609/THE_USE_OF_YOUTUBE_VIDEOS_IN_LEARNING_ENGLISH_LANGUAGE_SKILLS_AT_TERTIARY_LEVEL_IN_BANGLADESH)
- Helmi, H. (2019). The Effect of the Use of Video as a Medium of Learning English to Improve Students' Skills in Writing Procedure Texts. *Journal of English Teaching, Applied Linguistics and Literatures (JETALL)*, 2(2), 48-59. <file:///C:/Users/user/Downloads/7310-17215-1-PB-1.pdf>
- Idris, A. O. (2015). The Effects of Audio-Visual Materials in the Teaching and Learning of The Speaking Skill in Junior Secondary Schools. *International Journal of Social Science and Humanities Research*, 3(3), 50-58. <https://www.researchpublish.com/papers/the-effects-of-audio-visual-materials-in-the-teaching-and-learning-of-the-speaking-skill-in-junior-secondary-schools>
- Intan, S., Yusuf, S. B., & Sari, D. F. (2022). A Review on the Use of Audiovisual Media in Improving Listening Skills among Junior High School Students. *English Education Journal*, 13(2), 304-315. <https://doi.org/10.24815/eej.v13i2.25932>
- Irmawati, I. (2019). *Utilizing Audio Visual Aids To Improve English Speaking Skills for the Eighth Grade Students Of SMP Negeri 3 Banawa* (Doctoral dissertation, IAIN Palu). <https://doi.org/10.31227/osf.io/ds6zr>
- Islam, F. S. P. (2020). The Use of Multimedia and Its Impact on Bangladeshi EFL Learners at Tertiary Level. *International Journal of Language Education*, 4(1), 150-157. <https://doi.org/10.26858/ijole.v4i2.12150>
- Islam, M. S., Hasan, M. K., Sultana, S., Karim, A., & Rahman, M. M. (2021). English Language Assessment in Bangladesh Today: Principles, Practices, and Problems. *Language Testing in Asia*, 11(1), 1-21. <https://doi.org/10.1186/s40468-020-00116-z>
- Islam, S., & Salam, M. A. (2020). Impact of AVMs on Learning: Disadvantaged Learner Perspective in Bangladesh. *CenRaPS Journal of Social Sciences*, 2(3), 471-485. <https://doi.org/10.46291/cenraps.v2i3.44>
- Ismailia, T., & Binarkaheni, S. (2022). Implementing a Video Project for Assessing Students' Speaking Skills: A Case Study in a Non-English Department Context. *Journal of English in Academic*

- and Professional Communication, 8(1), 10-20.  
<https://publikasi.polije.ac.id/index.php/jeapco/article/view/3878/2160>
- Jawad, A. H. (2020). Examination of Iraqi EFL Teachers' Attitudes, Intentions, and Practices Regarding Formative Assessment. *International Journal of Language Testing*, 10(2), 145-166.  
[https://www.ijlt.ir/article\\_119160\\_ec462f8c3f949aae77dde8c7dc39cd36.pdf](https://www.ijlt.ir/article_119160_ec462f8c3f949aae77dde8c7dc39cd36.pdf)
- Kartal, G., & Simsek, H. (2017). The Effects of Audiobooks on EFL Students' Listening Comprehension. *The Reading Matrix: An International Online Journal*, 17(1), 112-123.  
[https://www.researchgate.net/publication/334508194\\_The\\_Effects\\_of\\_Audiobooks\\_on\\_EFL\\_Students%27\\_Listening\\_Comprehension](https://www.researchgate.net/publication/334508194_The_Effects_of_Audiobooks_on_EFL_Students%27_Listening_Comprehension)
- Kathirvel, K., & Hashim, H. (2020). The Use of Audio-Visual Materials as Strategies to Enhance Speaking Skills among ESL Young Learners. *Creative Education*, 11, 2599-2608.  
<https://doi.org/10.4236/ce.2020.1112192>
- Kirana, M. (2016). The Use of Audio Visual to Improve Listening. *English Education Journal*, 7(2), 233-245. <https://core.ac.uk/download/pdf/291613903.pdf>
- Kline, J. A. (1996). *Listening Effectively*. Maxwell AF Base, Montgomery, AL: Air University Press.  
<https://www.airuniversity.af.edu/Portals/10/AUPress/Books/AU-4.PDF>
- Kumar, F. N., & Shankar, L. R. (2021). The Importance of Listening Skill in Language Acquisition- The Problems Experienced & Strategies Adopted in Teaching Listening Skill. *International Journal of Innovative Research*, 7(12), 309-314.  
[https://www.ijirt.org/master/publishedpaper/IJIRT151261\\_PAPER.pdf](https://www.ijirt.org/master/publishedpaper/IJIRT151261_PAPER.pdf)
- Kwegyiriba, A., Mensah, R. O., & Ewusi, E. (2022). The Use of Audio-Visual Materials in Teaching and Learning Process in Effia Junior High Schools. *Technium Soc. Sci. J.*, 31, 106-114.  
<https://doi.org/10.47577/tssj.v31i1.6399>
- Ladjalidjamila, D. M. (2015). *The Importance of Using Audio Books in Enhancing EFL Students' Listening Skills* (Doctoral dissertation, Biskra University). <http://archives.univ-biskra.dz/bitstream/123456789/6017/1/Djouadselma.pdf>
- Lake, R. (2023, February 06). Most Valuable Career Skills for 2023. Investopedia.  
<https://www.investopedia.com/personal-finance/most-valuable-career-skills/>
- Lee D., Hatesohl D. (1983). Listening: Our Most Used Communication Skills. *Communications Publications CM0150*. University of Missouri: Columbia, Extension and Agricultural Information. <https://mospace.umsystem.edu/xmlui/bitstream/handle/10355/71861/CM150-1983.pdf?sequence=1>
- Lee, S. J., & Reeves, T. C. (2007). A Significant Contributor to the Field of Educational Technology. *Educational Technology*, 47(6), 56-59. <https://www.jstor.org/stable/44429532>
- Ludovikus, L., Mailintina, Y., & Ellynia, E. (2023). The Perception of Using TED Talks in Enhancing College Students' Listening Skills for The Fourth Semester of Health Administration Students at STIKes RS Husada Academic Year 2023–2024. *Jurnal Nakula: Pusat Ilmu Pendidikan, Bahasa dan Ilmu Sosial*, 1(5), 66-93. <https://doi.org/10.61132/nakula.v1i5.186>
- Maarouf, N. (2013). *The Importance Of Continuous Assessment In Improving ESP Students' Performance Case Study: Industrial Maintenance Students At The National Institute For Vocational Training In Hassi Messaoud* [Master's thesis, Kasdi Merbah Ouargla University]. [https://dspace.univouargla.dz/jspui/bitstream/123456789/1232/1/maarouf\\_nadia.pdf](https://dspace.univouargla.dz/jspui/bitstream/123456789/1232/1/maarouf_nadia.pdf)
- Madhuri, J. N. (2013). Use of Audio Visual Aids in Teaching and Speaking. *Research Journal of English Language and Literature*, 1(3), 108-122.  
<http://rjelal.com/RJELAL%20VOL.1.ISSUE.3/Madhu%20Naga%20118-122.pdf>
- Maniruzzaman, M., & Rahman, M. M. (2008). The Use of Audio Aids in the EFL Class at the Tertiary Level: A Plus or a Minus? *Daffodil University International Journal of Business and Economics*, 3, 121-137.  
<http://dspace.daffodilvarsity.edu.bd:8080/bitstream/handle/20.500.11948/654/The%20use%20of%20audio%20aids%20in%20the%20efl%20.pdf?sequence=1&isAllowed=y>
- Musrifah, Sriyono (2023) *The Influence of Using Cubing Technique on the Students' Speaking Ability at the First Semester of the Eleventh Grade of Sman 1 Purbolinggo in Academic Year of 2023/2024*, [Diploma thesis, Uin Raden Intan Lampung].  
<http://repository.radenintan.ac.id/id/eprint/30805>



- Naka, L. (2023). The Impression of Formative Assessment in the Immediate EFL Learning Improvement: Investigation of Pre-Service Teachers' Percipience in English for Teachers Course. *International Journal of Language Testing*, 13(1), 236-259. <https://doi.org/10.22034/IJLT.2023.384356.1230>
- Pham, D. T. T. (2021). The Effects of Audiovisual Media on Students' Listening Skills. *International Journal of TESOL & Education*, 1(1), 13-21. <https://i-jte.org/index.php/journal/article/view/3>
- Pramila, K. (2015). Continuous and Comprehensive Assessment of Speaking Skills in English in Schools and Colleges Provides A Holistic Approach to English Language Acquisition. *International Journal of Multidisciplinary Research and Development* 2 (10). <https://www.allsubjectjournal.com/assets/archives/2015/vol2issue10/114.pdf>
- Rahman, D.S., & Mamun, M.A.A. (2015). Effects of Audio-Visual Aids in English Language Teaching: A Study at Tertiary Level in Bangladesh. *Journal of the Institute of Modern Languages*. 49-76. [https://www.researchgate.net/publication/339874496\\_Affects\\_of\\_Audio\\_Visual\\_Aids\\_in\\_English\\_Language\\_Teaching\\_a\\_Study\\_at\\_tertiary\\_level\\_in\\_Bangladesh](https://www.researchgate.net/publication/339874496_Affects_of_Audio_Visual_Aids_in_English_Language_Teaching_a_Study_at_tertiary_level_in_Bangladesh)
- Rao, P.S. (2019). The Importance of Speaking Skills in English Classrooms. *Alford Council of International English & Literature Journal(ACIELJ)*. 2(2), 6-18. [https://www.researchgate.net/publication/334283040\\_THE\\_IMPORTANCE\\_OF\\_SPEAKING\\_SKILLS\\_IN\\_ENGLISH\\_CLASSROOMS](https://www.researchgate.net/publication/334283040_THE_IMPORTANCE_OF_SPEAKING_SKILLS_IN_ENGLISH_CLASSROOMS)
- Sadeghi, K., & Farzizadeh, B. (2013). The effect of visually-supported vocabulary instruction on beginner EFL learners' vocabulary gain. *Mextesol Journal*, 37(1), 1-12. [https://penamiller.com/mextesol/journal/index.php?page=journal&id\\_article=197](https://penamiller.com/mextesol/journal/index.php?page=journal&id_article=197)
- Sugiantiningsih, A. A. P., Yasa, I. G. P., Suyasa, I. M., & Wirantini, N. K. A. (2023). Community Service (Pkm) Efforts to Improve Soft Skills among Youth in Seminyak Village, Badung Regency. *Abdi Masyarakat*, 5(2), 2452-2458. <http://dx.doi.org/10.58258/abdi.v5i2.6511>
- Tusmagambet, B. (2020). Effects of Audiobooks on EFL Learners' Reading Development: Focus on Fluency and Motivation. *English Teaching*, 75(2), 41-67. <https://doi.org/10.15858/engtea.75.2.202006.41>
- Vani, M. K. S., & Naik, N. V. (2023). Significance of Listening Skills in Enhancing the Communication Skills. *SMART MOVES JOURNAL IJELLH*, 9-16. <https://doi.org/10.24113/ijellh.v11i7.11442>
- Wondimtegegn, F. Y. (2020). Efficacy of Audio-Visual Teaching Materials in EFL Classes: The Case of Two Elementary Schools in Addis Ababa, Ethiopia. *International Journal of Scientific and Research Publications*, 10(1), 481-488. <https://doi.org/10.29322/IJSRP.10.01.2020.p9774>
- Xu, Y., Jordan, E., & Li, Y. (2022). Chinese EFL Teachers' Perceptions of Subtitles' Effects on English Comprehension and Vocabulary Acquisition: Subtitles' Effects on English Capability. *International Journal of Computer-Assisted Language Learning and Teaching (IJCALLT)*, 12(1), 1-19. <https://doi.org/10.4018/IJCALLT.315622>
- Yamaguchi, K. (2020). *The Influence of Audiovisual Materials on Listening Comprehension Skills in Learning Japanese as a Foreign Language* [MA Thesis, University of Massachusetts Amherst]. <https://doi.org/10.7275/17660088>
- Yasmin, T, Mozunder, S.C. & Poly, N.A. (2022). Video-based Material Development during COVID-19 and its Impact on Learners: A Critical Perspective. *MEXTESOL Journal*, 46 (4), 1-11. [https://mextesol.net/journal/index.php?page=journal&id\\_article=46386](https://mextesol.net/journal/index.php?page=journal&id_article=46386)
- Yükselir, C., & Kömür, S. (2017). Using Online Videos to Improve Speaking Abilities of EFL Learners. *Online Submission*, 3(5), 255-266. <https://doi.org/10.5281/zenodo.495750>
- Zhang, Y. (2009). An Experimental Study of the Effects of Listening on Speaking for College Students. *English Language Teaching*, 2(3), 194-204. <https://files.eric.ed.gov/fulltext/EJ1083054.pdf>

## Appendix



**Questionnaire for Students**  
**Effectiveness of Audiovisual Materials in Developing Listening and Speaking Skills**

Dear Student,

The purpose of this study is to find out the effectiveness of audiovisual materials in the listening and speaking skills of students in the English language. It is assured that the information given will be used only for research purposes, and will be kept fully confidential. There is no right or wrong answer. So, please mark the most suitable option with utmost honesty. Thank you so much.

**Section A: Personal Details (Optional)**

Name: .....

Roll No.: ..... Year: 1st Semester: 1st

Department: English Session: 2020-2021

Contact number: ..... Email: .....

**Section B:**

**Please tick (✓) the correct option.**

1. It is necessary to develop listening and speaking skills to have a working knowledge of English.
  - a) Strongly agree
  - b) Agree
  - c) Neutral
  - d) Disagree
  - e) Strongly disagree
2. In my school and college, classes were conducted on developing listening and speaking skills.
  - a) Always
  - b) Very often
  - c) Sometimes
  - d) Occasionally
  - e) Never
3. In my school and college, there were arrangements to develop our listening and speaking skills.
  - a) Strongly agree
  - b) Agree
  - c) Neutral
  - d) Disagree
  - e) Strongly disagree
4. In my school and college, audiovisual materials were regularly used to develop our listening and speaking skills.
  - a) Strongly agree
  - b) Agree
  - c) Neutral
  - d) Disagree
  - e) Strongly disagree
5. My class teachers used to assess our listening and speaking skills in classrooms.
  - a) Always
  - b) Very often
  - c) Sometimes
  - d) Occasionally
  - e) Never
6. Listening and speaking skills were tested for grading in the final examination.
  - a) Always
  - b) Very often
  - c) Sometimes
  - d) Occasionally
  - e) Never

7. It would increase my listening and speaking skills if audiovisual materials were used at the previous stages of my education life.
  - a) Strongly agree
  - b) Agree
  - c) Neutral
  - d) Disagree
  - e) Strongly disagree
8. The listening and speaking sessions I attended at this University helped me develop my listening and speaking skills.
  - a) Very much
  - b) Much
  - c) To some extent
  - d) Little
  - e) Not at all
9. Now I feel more comfortable and easy to listen to and speak English.
  - a) Strongly agree
  - b) Agree
  - c) Neutral
  - d) Disagree
  - e) Strongly disagree
10. The listening and speaking sessions have increased my confidence to listen and speak in English.
  - a) Strongly agree
  - b) Agree
  - c) Neutral
  - d) Disagree
  - e) Strongly disagree
11. The listening and speaking sessions should be continued in the next semester.
  - a) Strongly agree
  - b) Agree
  - c) Neutral
  - d) Disagree
  - e) Strongly disagree

**Session-wise Marks of Listening and Speaking Tests**

**Table 1**

*Session-wise Marks (out of 20) of Listening Tests*

Tests	T-1	T-2	T-3	T-4	T-5	T-6	T-7	T-8	T-9	T-10
Participants	33	33	28	35	33	38	35	36	24	34
Average Scores	13.91	13.21	11.17	15.93	13.93	12.5	14.26	16.99	12.8	19.06

**Table 2**

*Session-wise Marks (out of 20) of Speaking Tests*

Tests	T-1	T-2	T-3	T-4	T-5	T-6	T-7	T-8	T-9	T-10
Participants	14	16	35	31	32	36	33	28	32	30
Average Scores	13.57	14	13.82	14.25	14.81	14.22	14.03	14.88	14.43	15.16