



"Enhancing Second Language Acquisition in 10th Grade Students Through Strategic Use of Audio-Visual Aids"

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Abstract:

This action research study explores the impact of audio-visual aids on second language acquisition among 10th grade students. The study aims to investigate how audio-visual aids can improve cognitive engagement, linguistic skills development, and technological integration in language learning. A mixed-methods approach was employed, combining time log observation sheets, surveys, and focus groups. The findings indicate a significant positive effect of audio-visual aids on student engagement, comprehension, and self-confidence. The results suggest that strategic use of audio-visual aids can create a more immersive and effective learning environment, leading to improved student outcomes and increased motivation. The study contributes to the field of language education by highlighting the potential benefits of incorporating audio-visual aids in second language acquisition.

Keywords: *Enhancing Second Language Acquisition, Audio-Visual Aids.*

Introduction

For this research, "second language acquisition" was selected because it is an Essential adaptable that are paramount in both personal and professional domains. Learning a Second language is considered crucial for a variety of reasons that spread beyond basic Communication. The process of acquiring proficiency in a new language takes about numerous cognitive, personal,



and qualified benefits. Cognitively, engaging in language learning has been linked with enhanced cognitive function. It stimulates the brain, accepting amended problem-solving abilities, creativity, and memory retention. Additionally, bilingual individuals often exhibit delayed cognitive aging, signifying a potential protective consequence against age-related cognitive decay and diseases alike Alzheimer's.

Active communication is a basis of personal and professional success. Learning a second language certifications individuals to engage in cross-cultural announcement, facilitating better understanding and decreasing potential mistakes. In an increasingly connected world, the capacity to communicate in many languages is invaluable, encouragement global Connections both in personal relations and capable networks. From a career viewpoint, being bilingual opens up chances in the global job Market. Several employers value language skills, particularly in industries with international reach. The capability to route linguistic and cultural differences provides a reasonable edge, Showcasing flexibility and a commitment to personal and professional development.

On a personal progress level, learning a new language is not just about mastering words and grammar. It Includes delving into the culture it represents, leading to improved cultural awareness, empathy, and a wider worldview. The procedure of becoming bilingual is a important accomplishment that increases self-esteem and confidence, demonstrating one's competence to take on tasks and succeed. Hence, in an educational background, bilingual persons demonstrate advantages in gear academic Performance. There can be seen certain tasks when considering, inhibiting, and short-term memory is essential, these tasks are solved better in those who speak multiple languages. Furthermore, the understanding and fluency in the second language gives the admission to broader range of educational incomes, literature, researches, and educational intentions.

In addition to professional and cognitive gains, the knowledge of a second language improves a persons Personal life. It increases travel experiences by enabling better understanding of the host Cultures, people and ways of life systematically. To some people with certain attachments to certain linguistic practices, getting A family or ancestral language contributes to the recognition of origin. As such, in the age of the digital, it is advantageous to know a second language when it comes to directing technology's advancements. It makes the single world connected and allows colleagues to work online and convey information, ideas or feelings successfully even when the colleagues could be from different countries with different languages.

Finally, as with any process of learning, the ability to speak a second language is a valuable asset that allows to stay open to learning throughout one's entire life. It makes people get Valuable skills in learning and self-engaging in new tasks, extending its assistances beyond the domain of language. Whether for cognitive motivation, career related reason, personal interest or as a form of global communication, the learning of a second language is indeed a multi-faceted and a vital activity.



Second language acquisition is a complex cognitive phenomenon and this can be explained by the Challenges experienced by learners during their secondary education. In view of the situation, there is considerable value that can be attributed to the Incorporation of audio-visual aids into language learning for students who are in the tenth grade studying and who are in the process of mastering more complicated linguistic abilities. Research advocates that, collapsed senses learning that entails combining of auditory and vision motivators, Improves cognitive attention and remembering of information[(Mayer, 2009; Clark & Mayer, 2016).

In the context of language acquisition, the use of both the auditory and visual domains to build may deepen the students' understanding as well as develop stronger encoding in their long-term memory (Paivio, 1990). Students as confirmed by Fleming (1995) demonstrate Visual, Auditory and Kinesthetic Favorites or VAKoli profile. These variations are provided for by including audio-visual aids, Thus making learning more accommodative for everyone. This is particularly vital in heterogeneous classrooms, where students may have different linguistic backgrounds and learning needs (Cummins, 2008).

Audio-visual aids, such as videos, multimedia presentations, and collaborative language software, have the potential to increase students' motivation and engagement in language Learning (Oxford, 2016). Visual materials can make abstract language concepts more concrete, Making the learning experience more enjoyable and relevant for 10th graders. Studies have confirmed the efficiency of visual aids in helping language input And output enhancement (Swain, 2000). Visual representations give extra context for Language understanding, aiding students in making connections between words, phrases, and Their meanings. This can contribute to more accurate language construction and understanding. Tenth-grade students are at an essential stage in their language development, where they are Transitioning from elementary to more intricate language skills.

Audio-visual aids can support the improvement of critical language capacities such as listening comprehension, pronunciation, and syntactical understanding (Gass & Mackey, 2007). Incorporating audio-visual aids supports with the addition of technology in education, Fostering 21st-century skills such as digital literacy and technological adaptability (Partnership for 21st Century Learning, 2007). This is essential for preparing students for the demands of a rapidly evolving globalized world. In inference, this study purposes to explore the potential benefits of integrating audio-visual aids into the language learning syllabus for 10th grade students. By examining the effect on cognitive engagement, diverse learning styles, enthusiasm, linguistic skills development, and technological integration, the research seeks to contribute valuable ideas to the field of language education.

Objectives of The Study:

This research study was specially designed to develop second learning acquisition through audio visual aids amongst 10th grade students. So, the objective of the study was:

- to cultivate Second learning acquisition through audio visual aids among 10th grade students.

Research Question:



Q 1) How can audio-visual aids improve and develop second language acquisition among 10th Grade students?

Literature Review:

Second Language Acquisition (SLA) is a multifaceted process encompassing the learning and Internalization of a language distinct from one's native tongue. It encompasses the cognitive, Social, and psychological aspects of acquiring linguistic competence in a non-native language. Behaviorist viewpoints, such as Skinner's Operant Conditioning (1957), initially dominated SLA discussions, emphasizing habit formation through imitation, reinforcement, and practice. Cognitive approaches, rooted in Piaget's cognitive development theory (1964), highlight learners' Active engagement, problem-solving abilities, and the development of cognitive structures. Vygotsky's Sociocultural Theory (1978) from the interactionist perspective underscores the Social nature of language acquisition, asserting that interaction with knowledgeable individuals in meaningful contexts promotes language development. Lenneberg's Critical Period Hypothesis (1967) proposes a biologically determined window for active language acquisition, although This idea leftover discussed.

Second language acquisition depends on some problems. Age is a crucial aspect influencing SLA, with younger learners often exhibiting higher language proficiency due to neuroplasticity (Hyltenstam & Abrahamsson, 2003). Krashen's Input Hypothesis (1985) emphasizes the Importance of comprehensible input slightly beyond learners' current proficiency levels for language development. Motivation, as proposed by Gardner's Socio-Educational Model (1985), Significantly influences language acquisition. Integrative and contributory motivations impact learners' proficiency levels, with motivated individuals demonstrating higher language skills. Selinker's Interlanguage Theory (1972) describes the transitional language systems learners develop, and fossilization refers to the persistence of errors despite ongoing exposure (Selinker, 1992).

These concepts pay to understanding the vigorous nature of language progress and the challenges learners may face. In practical terms, SLA theories inform language teaching methodologies. Communicative language teaching, task-based learning, and The integration of authentic materials align with theories emphasizing meaningful interaction and cognitive engagement (Richards & Rodgers, 2001). Language acquisition is a complex process, particularly in secondary education where Students face diverse challenges. In the realm of cognitive psychology, Paivio's (1986) Dual Coding Theory has played a crucial role in shaping our understanding of how individuals process And retain information. The theory posits that information is more effectively processed when it Is presented in both visual and verbal formats. The significance of this double representation lies in The existence of distinct cognitive systems for processing visual and verbal information, each contributing uniquely to the overall cognitive experience (Paivio, 1986).

According to Dual Coding Theory, when learners encounter information through both visual and verbal channels, they engage multiple cognitive processes simultaneously. Visual Stimuli and verbal descriptions activate distinct mental representations, creating a richer and



More interconnected network of information in the learner's mind. This dual engagement is thought to enhance comprehension, memory, and the overall learning experience (Paivio, 1986). In the context of language acquisition, the implications of Dual Coding Theory are particularly relevant. Language learning includes not only understanding the meanings of words but also acquires the visual and contextual touches associated with them. Adapting visual elements, such as images, graphics, or videos, alongside verbal training can afford learners with more holistic understanding of language concepts (Clark & Mayer, 2008).

Mayer's (2001) Multimedia Learning Theory highlights the meaning of integrating visual and auditory elements for optimal learning outcomes. Underlining the cognitive principle of dual-channel processing, Mayer posits that well-designed multimedia materials, integrating both visual and auditory components, can significantly enhance comprehension and preservation. This theory supports seamlessly with the application of audio-visual aids in language acquisition, highlighting the idea that the combined use of visual and auditory stimuli facilitates a more immersive and effective learning experience. By acknowledging the synergy between these modalities, educators can leverage Mayer's insights to create attractive and impactful language learning environments. Immersive educational knowledge (Clark & Mayer, 2008). This category encompasses videos, multimedia presentations, and interactive simulations, among others.

Audio-visual aids characterize a broad spectrum of instructional materials that cater to many learning styles, ensuring a rich and, each designed to enhance comprehension through the integration of auditory and visual elements. Clark and Mayer's work highlights the importance of retaining a multisensory approach, as these aids engage learners' auditory and visual channels concurrently (Clark & Mayer, 2008). Incorporation of both senses encourages the development of a superior environment for learning since it incorporates the two significant learning styles, where auditory and visual learning are complementary, whereby, the more paths to the brain that one uses the better. SLA is a complex process and the incorporation of AVA has revealed deep impact of learners' language learning process (Grgurović & Chapelle, 2018). Teaching strategies such as using videos, podcasts, and interactive presentations result in improved results in language learning. Use of visual stimuli alongside an auditory input enhances the expansion of a given vocabulary by giving context and assistance in recalling words.

Besides, the use of audio-visual aids develops improved pronunciation for learners as they can imitate the intonation and patterns of speech from native speakers as pointed out by Lee and VanPatten (2003). This not only hurries language knowledge but also bolsters oral communication proficiency. Furthermore, audio-visual aids accelerate a more immersive language learning experience by exposing learners to reliable cultural contexts (Sydorenko, 2010). For instance, videos depicting real-life scenarios allow students to grasp idiomatic expressions and cultural nuances, thereby promoting a deeper understanding of the language. Appealing with multimedia materials also caters to diverse learning styles, cooperative visual and auditory preferences (Chun & Plass, 1996). This inclusivity ensures that a wide range of



learners can benefit from the instructional content, promoting a more equitable and actual language acquisition Procedure.

Participants of The Study:

All the students of 10th grade at Al-Nasir Public School Kohat Constituted the population of the study. There were total 45 students in 10th grade. For this action Research plan, only 15 students were permitted by the principal and were taken as sample through Simple random sampling technique. So, in this action research plan, only fifteen students were the participants of the study.

Methodology:

The research methodology incorporated a comprehensive analysis of Diverse data sources, including log observation sheets, pull-out focus groups, checklists, and Student surveys.

Data Collection:

In the course of my research, I employed two distinct data-collection tools, namely a time log Observation sheet and a survey, to investigate the impact of audio visual aids on student Engagement and comprehension.

- **Time Log Observation Sheet:**

A time log observation sheet is a document used to track and record the activities and tasks performed by an individual over a specific period. It is a tool commonly employed for time management, productivity analysis, or research purposes. The utilization of the observation log, as illustrated in Figure 1, allowed me to systematically record students' attention levels in ten-minute intervals during the classroom sessions.

Time Students	10 min			20 min			30 min			40 min			50 min		
Students	L/S	R	W	L/S	R	W	L/S	R	W	L/S	R	W	L/S	R	W
Student 1															
Student 2															



Student 3																			
Student 4																			
Student 5																			

Fig:1

Survey:

Surveys are designed to gather quantitative data, allowing researchers to analyze and quantify Responses. Closed-ended questions, with options like multiple choice or Likert scales, are Common in survey design. In this action research, the survey questionnaire was designed on 4 Likert scale i.e., strongly agree, agree, disagree and strongly disagree.

Grade: 10th _____
Male

Gender: _____

Please fill out the following questionnaire about today’s class. The feedback is completely anonymous.

Please choose how much you agree with each statement.

	Ratings
	(1) Agree (2) Strongly Agree (3) Disagree (4) Strongly Disagree
I enjoyed today’s Lesson.	✓
I Would like to use the strategy, used today , again.	✓



I believe I have a better understanding of the material, by using this instructional strategy.



Fig.2

Key Terms:

- **Second Language Acquisition (Dependent Variable)**
Second Language Acquisition (SLA) refers to the process by which individuals learn a Language other than their native language, often referred to as a second language (L2). This Process can occur in various contexts, such as formal language education, immersion Experiences, or informal interactions with native speakers. SLA is a complex and multifaceted Phenomenon that involves cognitive, social, psychological, and cultural factors. The field of SLA Examines how individuals acquire linguistic knowledge, develop language skills, and attain Proficiency in a second language.
- **Audio Visual Aids (Independent Variable)**
- Audio visual aids are teaching learning resource and teaching by using sounds as well as pictures simultaneously in the classroom. Such assistance includes the use of equipment such as projector, charts, and diagrams which display information. Besides, such audio supplements as recorded speeches, music and lectures also help to support the auditory channel. As for the Interactivity property, multimedia presentations, comprising of the Videos and animations, always appeal to at least two of the human senses at a time. Employing the audiovisual aids in education is meant to enhance teaching and learning to make it more interactive and easily understood.

Observations and Findings:

- The time log view sheet provided a wealth of appreciated findings appreciated in the cooperation process of the teachers and students and tend to establish an important relationship between the utilization of visual aids an the enhancement of student attentiveness. According to opinion, teacher experts in the use of visuals – in an implicit but highly effective manner – created a learning environment that was more conducive to the reception and absorption of understanding as well as the effective participation to the lesson by ESL students. Firstly, students demonstrated a relatively low level of silence meaning that students wrote notes from the board without assimilating information greedily. But, as the lesson progressed and the teacher made an attempt to use more stimuli, such as graphic displays, they started reacting to classroom concerns and, thus, appeared to have increased confidence and self-esteem.
- **Key discoveries included:**
 - A significant improvement of the level of student contribution and arrangement when visual aids were incorporated appropriately



- Better comprehension of the students, better concentration and attention being paid to them as well as the class making it a more efficient aspect of learning.
- Considerable advancement in the level of self-esteem and actual capability as readers beyond second language to tackle difficult and challenging texts with more accuracy
- A shift of focus, collaboration and interaction among the students in order to achieve a much more harmonious and innovation oriented learning environment.

Surveys and response from students further underlined the benefits of visual aids, including:

Surveys and response from students further underlined the benefits of visual aids, including:

- Improvement of the concentration, the degree of attention and courtesy time.
- Better absorption and mastery of such concepts as compositions, complex punctuation standard, and structures are gained.
- Increased self-participation where one is willing to give his/her opinions in class discussions and other activities that involve students cooperation
- Increased self-confidence in reading, writing, and speaking skills, enabling students to express themselves more successfully and correctly

Notably, one student exhibited an extraordinary transformation, progressing from early hesitation, confusion, and disinterest to active involvement, confidence, and self-assurance. The strategic use of visual aids played a pivotal role in this growth, empowering the student to overcome early barriers and achieve a deeper understanding of the material.

Conclusion:

This research highlights the importance of incorporating visual aids in ESL classrooms to augment language acquisition, mostly in reading and writing. The results determine a substantial positive influence on various features of language learning, including understanding, contribution, self-confidence, and overall academic accomplishment. By leveraging visual aids, teachers can create a more engaging, actual, and student-centered learning environment, ultimately leading to enhanced student outcomes, improved motivation, and a more positive learning experience

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