A study on the usefulness of audio-visual aids in EFL classroom: Implications for effective instruction

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Abstract

A resourceful English language teacher equipped with eclecticism is desirable in English as a foreign language classroom. The challenges of classroom instruction increases when prescribed English as a Foreign Language (EFL) course books (textbooks) are constituted with too many interactive language proficiency activities. Most importantly, it has become a common phenomenon to integrate language textbooks with audio and video as additional or supplementary resources for classroom language learning activities. A study was conducted on the usefulness of audio-visual aids in EFL classroom at undergraduate level at Aljouf University, Saudi Arabia. Findings of the study give insights on EFL students’ approach to using technological aids.

EFL textbooks with technological aids are often viewed to be an inspiration and to provide motivation in classroom instruction. However, a close examination of classroom teaching aids and resources unveil many issues in EFL teaching and learning contexts. Insights, issues and implications presented in the paper are useful to English language educators, administrators, curriculum designers and English teachers in English as a Foreign Language setting.

Full Text:
PDF

DOI: https://doi.org/10.5430/ijhe.v2n2p86

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There are currently no refbacks.

International Journal of Higher Education
ISSN 1927-6044 (Print) ISSN 1927-6052 (Online)
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Effectiveness of Audio-visual aids in Language Teaching in Tertiary Level. Md. Abdullah Al Mamun ID: 13177014. Use of audio-visual aids in teaching different language skills is becoming popular nowadays among the language teachers. It is believed that audio-visauls help the teachers to make the classroom interesting and enjoyable. This study shows how the audio-visual aids facilitate language teachers and learners, which audio-visuals facilitate which language skills best, how classroom becomes dynamic because of audio-visual aids and so on. In this paper, the most frequently used terms are audio materials and visual aids. Here, audio materials refer to the texts that can be heard and that is recorded in tape or CD.