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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Audiovisual aids. The importance of audio visual materials in teaching and learning. Types of Teaching Aids. Theoretical and methodological aspects of using audio-visual aids in language teaching. Use of audio-visual aids in EFL classroom. Although, the use of audio-visual aids in language teaching has become a common trend of the ELT practitioner, there is not sufficient study on this issue, especially in the Bangladeshi context. Mathew & Alidmat (2013) conducted a study on the usefulness of audio-visual aids in ELT in Saudi Arabia context. According to the authors, "Teaching and learning becomes monotonous when the language teachers are compelled to rely on the text books as the only source of language input" (p.88).