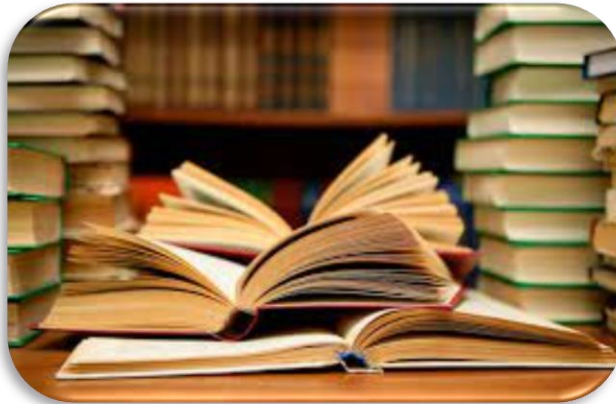




Review Paper



The role of audio-visual aid in Learner's Motivation

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ABSTRACT

Persuading the learners and motivating them to enhance their productivity in learning process will be a vital issue for any instructor. Many people may be found around the world that are ready to share their memories on learning improvement or failure. In other words, all the learners have generally observed their learning trend and most of them have also established an association between their learning process and their instructors' approach in motivation. In order to make the learning language more efficient, it should be focused on the objectives that motivate the learners in the best way such as audio visual facilities. This is due to the fact that motivation plays a crucial role in learning process. Therefore, motivation encourages the learners to learn the language more comprehensively and intelligibly. This paper is a preliminary attempt to discuss the audiovisual facilities in learning process and assist the learners to become perfectly motivated and proceed fruitfully.

Keywords: Audio visual, motivation, learning

نقش امکانات سمعی-بصری در ایجاد انگیزه فراگیران زبان انگلیسی

ترغیب کردن فراگیران و ایجاد انگیزه در آنها برای ارتقای بهره وری در فرآیند یادگیری یک موضوع حیاتی برای هر مربی خواهد بود. ممکن است افراد زیادی در سراسر جهان پیدا شوند که آماده به اشتراک گذاشتن خاطرات خود در مورد بهبود یا شکست در یادگیری هستند. به عبارت دیگر، همه فراگیران عموماً روند یادگیری خود را مشاهده کرده‌اند و اغلب آنها بین فرآیند یادگیری خود و رویکرد مربیان خود در ایجاد انگیزش ارتباط برقرار کرده‌اند. برای کارآمدتر کردن یادگیری زبان، باید بر روی اهدافی مانند امکانات سمعی و بصری تمرکز شود که به بهترین نحو در زبان آموزان انگیزه ایجاد می‌کنند. این به این دلیل است که انگیزه نقش بسیار مهمی در فرآیند یادگیری دارد. بنابراین انگیزه زبان آموزان را تشویق می‌کند تا زبان را به طور جامع تر و قابل فهم تر یاد بگیرند. این مقاله تلاشی مقدماتی برای بحث در مورد امکانات سمعی و بصری در فرآیند یادگیری و کمک به فراگیران برای ایجاد انگیزه کامل و پیشرفت مثر تر است.

واژگان کلیدی: سمعی-بصری، انگیزه، یادگیری

INTRODUCTION

Collins Online Dictionary defines audio visual aid as "training or educational materials directed at both the sense of hearing and the sense of sight; films, recordings, photographs, etc., used in classroom instruction, library collections, or the like" (Collinsdictionary.com, 2022a). The audiovisual aids have a crucial effect on the maintenance of English proficiency and motivation.

Wright (1976) maintains that many media and many styles of visual presentation are useful to the language learners (As cited in Çakir, 2006). In addition, based on Çakir (2006), all audiovisual materials have positive contributions to language learning as long as they are used at the right time, in the right place. Moreover, according to the aforesaid study, in the language learning and teaching process, the learner uses his eyes as well as his ears; but his eyes are basic in learning.

Therefore, using audiovisual aid will accelerate the learning process which consists of focusing on different skills to be improved and mastered. These can make learning tasks more appealing and interesting. Furthermore, English learners can have adequate input and the necessary information to participate effectively. The more students use an audiovisual aid, the better they are motivated in class activities.

It is essential to be motivated in the process of acquiring a second language because it has involved more teachers and researchers to apply such a method in their teaching system not only due to the fact that it is vital for understanding a new language, but also it is the key of huge success in language learning.

This paper attempts to show the role of audiovisual aid in developing learner's motivation and skills. Using these updated methods and sophisticated techniques can have a significant impact on the learning process. Moreover, it helps the students to become more confident and eager in their educational system while they are achieving their objectives.

LITERATURE REVIEW

The definition of audio visual aid

The new decade is likely to witness a considerable impact of audio-visual aid on learning a foreign language. In the following paragraphs, some of the recent studies have been presented.

Audio visual aids are materials with both audio and visual demonstration to improve comprehension and perception in the teaching and learning process (Ashaver & Igyuve, 2013). Audio visual aid contains computers, videos, overhead projection, instruments, and modern tools (Mutar, 2009). The fact that audio visual materials are a good support to stimulate and facilitate the learning of a foreign language is well known (Çakir, 2006). Learners use their eyes as well as their ears in language acquisition and teaching processes, but their eyes are central to learning (Çakir, 2006). When audio visual materials have been chosen correctly by language instructors, they are likely to be a beneficial aid to break an ice in learning by fascinating students to the motif (Seçer et al., 2015).

Therefore, Carlos Yorio (1987) declares that the most sensible and sensitive way to approach the language classroom is teaching through the aid of audio visual aid (Matthew & Alidmat, 2013a). Computer development applied animation to audio visual aid (Aggarwal, 2009). Animation enables and shows inanimate objects in a way that is real. This revolutionizes teaching and learning by allowing abstract ideas and unobservable objects to be clearly demonstrated to learners (Akram et al., 2012).



Nowadays, due to the progression of the technology people are capable of inventing various sorts of videos, films, audios, and podcasts which are beneficial regarding acquiring a foreign language.

The benefits of audio visual aid

The use of audio visual aid has some benefits. Audio visual aid is viewed as a large amount of instrumental information to the learners for the purpose of English learning and speed up the process of information searching (Gilakjani, 2012). The audio visual materials provide innovative and authentic input and information as they are prepared basically for native speakers such as films, different TV shows, songs, and internet (Bajramia & Ismaili, 2016). According to Paulsen (2001), the adequate use of audio visual aid like online material can provide a positive spin-off for students as if they were immersed in the language and culture while studying abroad. In addition, the use of audio visual aid operates as a vehicle that can be enriching and improve the process of reading (Bellver, 1989). Moreover, audiovisual aid is often improved mental capacity and cleverness (Chun, 2016); meanwhile, it may provide a remarkable way for learners to accelerate the learning process.

Furthermore, making use of audiovisual helps teachers to diversify their methods, show more details, and enhance students 'skills. On the other hand, audiovisual aids are incorporated into ICT and are used as resources for developing and disseminating digital media literacy which resulted in improving knowledge (Nicolaou et al., 2019). Similarly, audio-visual aids were considered to be beneficial to the learning of Geography as they vividly demonstrated trends, maps, and activities (Ekinici et al., 2009). Attention must be paid that audio visual aid is considered as an inspiration and served motivation in classroom instruction (Mathew & Alidmat, 2013a). Nowadays, the audio visual aid functions vastly as a motivational tool for teenagers in today's modern world technology. The result of the above-mentioned studies has displayed that the appliance of audio-visual aid in learning process provides a positive and perpetual effect on learning.

The types of audio visual aids

There are various types of audio visual aids such as films, computers, and podcasts as described in the following sections.

Film

Movies are a great resource for visual learners because they enable them to understand concepts without the barriers that hinder learning. According to Massi and Merino (1996), "film is an excellent medium for the explicit teaching of syntactic, morphological, semantic and pragmatic aspects of a foreign language".

Computers

Computers have supplied infinite resources for learning and made education more flexible and easy to access. Teachers now begin using technology like smart classes, LCD {Liquid Crystal Display} projectors, EDUCOM {Educational Communications}, Laptops, memory sticks in their classroom to



make the impressive learning process (Haddad et.al, 2002). There are other advantages of utilizing the computer in education are as follows:

- Computer can enhance the learner learning and fundamental skill area.
- Computers not only enhance the learning process, but also boost the retention of the learners.
- Efficient and competent teacher learning is an essential element of the successful learning program.

Podcast

Based on a definition in the Collins Online Dictionary, “podcast is an audio file similar to a radio broadcast that can be downloaded and listened to on a computer or iPod” (Collinsdictionary.com, 2022b). The use of podcast is more valuable and helpful than using the traditional chalk and talk method (Masudul Hasan & Hoon, 2013). The use of podcasts also decreases students’ anxiety and creates a sense of belonging to a learning community (Chan & Lee, 2005).

Motivation

Johnstone (1999) has focused on motivation as a stimulus to achieve a particular objective. Likewise, Ryan & Deci (2000) has claimed that having motivation signifies going forward and being in motion of doing something. The key elements for learning as Crump (1995) claims are excitement, curiosity, motivation, and enthusiasm. Both the elements of motivation and the types of motivation vary from one person to another. That is, each individual has distinct degrees of inspiration, and their forms of inspiration can be different.

Cook (2000a) finds that in pupils, language learning is not the same. In addition, it has been suggested three key factors, which have an impact on the second language acquisition. The aforementioned variables include age, character, and motivation. Furthermore, Cook (2000a) maintains that, among the above factors, motivation is the most critical factor in acquiring a foreign language. Ellis (1994) asserts that motivation is an effort by students to learn a foreign language due to Students' enthusiasm for learning a new language. In second language acquisition, motivation is described as "a complex circumstance" by Lightbrown and Spada (2001). An event is described in two aspects: the communication necessities of learners and the perspectives towards learning the foreign language. It has demonstrated that students should speak the foreign language so that they can communicate with each other to achieve advanced language. The students would be inspired to develop experience in committed objectives. Allen et al., (1972) named the aforementioned condition as Integrative and Instrumental motivation. Also, Studies have been confirmed that progress and failure of foreign language learning depend mainly on the aforesaid forms of learning Encouragement (Lightbrown & Spada, 2001).

Types of motivation:

(1) Integrative & Instrumental motivation

There are two forms of motivation: integrative and instrumental, according to Allen et al., (1972). The Integrative motivation implies learning the language in order to take part in the culture of its inhabitants. Instrumental motivation means that a learner learns the language in support of an objective and indicates that for a profession or other valuable purposes. These two kinds of encouragement will influence the process of learning and control its results. Furthermore, Cook (2000b) claims that the integrative and



instrumental motivation proposed by Allen et al., (1972) are useful and successful variables in order to learn a second language.

The described forms of motivation are also introduced by Gardner (1985) and Ellis (1994); the former occurs when the students like to join or be a part of the society. To compare these two sorts of motivation, Ellis (1994) recommends that the most fundamental motivation is the Integrative motivation.

In reality, students who lack Instrumental or Integrative motivation would face some difficulties in the classroom, studying and gaining knowledge of a second language and in general, learning the new language will be annoying. (Cook, 2000).

(2) Intrinsic & Extrinsic motivation

Ryan & Deci (2000) have introduced another definition under the name of Self-Determination Theory; Ryan & Deci (2000) state that the theory of Self-determination distinguishes different forms of Motivation in accordance with the numerous rationales, reasons, or aims that reinforce a deed or an action accomplishment. The most fundamental difference, in relation to this theory, is between Intrinsic motivation and Extrinsic motivation. The Intrinsic motivation is to be eager in performing specific tasks since one thinks they are appealing. motivation may be faced with complex difficulties and may become aware from their errors (Walker et al., 2006). In addition, Intrinsic motivation is necessary for the procedure of integration by which factors of one's inner accessibility are available information and knowledge that are combined with current erudition Students who possess Intrinsic.

On the contrary, Extrinsic motivation is the tendency to become involved in activities regardless of causes that the operation is not connected to it. Such explanations could be expected as reward or punishment, such as achieving a decent score (Vansteenkiste et al., 2006).

Furthermore, Intrinsic motivation is related to be motivated in doing an action. As a matter of fact, each person that is basically driven to do functions and practice them because they believe that they are having fun while they are doing them. However, Extrinsic motivation is motivation to perform a job or an operation as a means of achieving a goal .A large number of people who are motivated are performing and doing business as they believe that their cooperation would provide desirable outcomes, such as a promotion, respect for teachers or prevention of punishment (Pintrich & Schunk, 1996).

Motivation and language learning

Motivation is a central aspect of language learning (Brewer & Burgess, 2005). Gardner (1885) assumes that learners want and need to be inspired with the intention of being motivated. It needs a cause, theory, or justification relevant to the target and the learners need to have something to anticipate, predict, and expect in order to achieve a certain objective. This goal will be to learn a foreign language. In reality, there must be something that the learners need to accomplish or do in order to achieve a special objective.

The performance of various learners in the role of foreign learners is improved and is in advanced levels in contrast with other learners according to Cook (2000). The main reason is that foreign learners are more inspired. Ellis (1994) considers the learning event through inspiration and assumes that the learning process is simply taking place when it motivates a human.



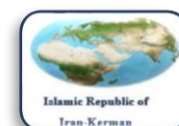
Cook (2000) notes that among language learners, the process of language learning is not equally the same. He also maintains that there are three significant elements that can have a great impact on foreign language acquisition. The aforementioned variables are represented as age, character, and motivation. Motivation Among the three listed factors, is the most important factor which absolutely influences the process of foreign language acquisition. Ellis (1994) indicates that motivation is an attempt which leads into learning and by learners due to their need or passion to learn it. Motivation is an element which is needed for most of the learners to fulfill the process of comprehension thoroughly.

CONCLUSION

Considering the research literature and background, we can underline the strong relation between motivation and audio-visual facilities. In the past decades, the audio-based devices were popular among the instructors and learners. So, listening to the audio cassettes or players could not probably play a key role in motivating the learners, especially those who haven't already taken part in the related classes and they wanted to learn a second language in their free times. After introducing the visual apparatus, the trend of motivation was accelerated and it could absorb more learners and make them enthusiastic. Integrating the two capabilities of audio and video facilities will definitely motivate more people than utilizing one of the mentioned facilities alone. Moreover, with the use of audio visual aids, the instructors can provide a vast number of facilities that assist the learners to comprehend the materials properly and this will lead to the maintenance of motivation. Thus, the more motivated the learners are, the better their understanding will be and the coalescence of audio visual aids and motivation creates a productive environment for both the instructors and the learners to attain their targets and fulfill their class objectives.

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