Original Paper

A Study on the Perception on the Use of Audio-Visual Methods to Improve the Chinese College Students' Listening Comprehensions

HeXiao Li[1]

[1] Taylor's University, Kuala Lumpur, Malaysia

Abstract

This study devoted to explore the perceptions of the use of the audio-visual methods (AVM) to improve the Chinese College Students' Listening comprehensions which are mutual processes that listeners join to construct the meaning of the listening text more than merely hearing words. In Chinese college English teaching and speaking process, because students should reach the listening requirements at relevant level so that the teachers should select effective methods to enhance their listening comprehensions. Qualitative method was conducted to collect data from six Chinese college students taking lessons in Senlin College (SL) and two senior English language teachers who have experiences of teaching English as a second language for more than 5 years in addition, methods of observation, interview and focus group will be used in this research. Findings from this study indicate that that students and teachers found AVM to be effective meanwhile the participants also mentioned that there were some challenges when using this method, but as the present study found it experienced more advantages over disadvantages.

The study provides pedagogical implications in teaching and learning for instructors with maintaining the sufficient usage of audio-visual method in their ESLclass to enhance students' listening comprehensions.

Keywords

listening comprehension, audio-visual methods, teaching, learning

1. Introduction

In this chapter, the researcher firstly discuss about the background and purpose of this research. Then, the statement of the problem has been discussed as well as the research questions were put forward. Further more, the researcher stressed the importance of the study.

1.1 Background to the Study

In China, the primary goal of English teaching is to train students to pass different kinds of exams (Lee, 1991) and the traditional grammar-translation strategy as exam-oriented instructions with its emphasis on imparting merely from selected textbook materials that avoided students to the real-life communicative (Wang, 2008) and was have been widely adopted by the students until they go to their colleges or universities (Chen, 2003). As a result, Chinese college students do not have effective train of their communication skills such as listening comprehensions and speaking capabilities. Since audio-visual methods in ESL classroom has be warm welcomed since it offers helpful aids to convey complicated concepts and views in an interactive and interesting way (Research, 2011); Zheng (2016) and benefit in mutual language use when focusing on the relationship between the learning participants (Buck, 2001), this researcher found the advantage of AVM could make contributes to solve the relevant listening comprehensions theoretically and practically so as a further step of investigations on the use of AVM, the research was conducted.

1.2 Aims and Purpose of the Study

The research is for the purpose of investigating the perceptions of the teachers and students on the use of AVM to improve the college students' listening comprehensions.

Firstall, the present study aims at investigating the English teachers' perceptions of using AVM to improve the students' listening comprehensions. It focuses on finding out both the use and challenges of AVM with qualitative method which interview and observation were included.

Secondly, this research aims at investigating the Chinese college students' perceptions of the use of AVM to improve their listening comprehensions. The research data was shown by the way of observation and focus group discussion about what perceptions of the use of AVM were turn out to be for the college students achieving listening comprehensions.

1.3 Statement of the Problems

This study was motivated by the fact that Chinese college students do not have a good systematic learning support for English communication skills as well as AVM which was found dynamic (Kate & Marquez, 2011) until they go to college (Lee, 1991). researchers believe that it is necessary to study the audio-visual method to improve students' listening and speaking abilities which is dynamic as well as beneficial for language communications (Jarosievitz, 2011), however, research on investigating the use of AVM for Chinese students especially for the college students is insufficient because of the wide adaptations to the traditional grammar-translation strategy by the students until they go to their colleges or universities (Chen, 2003) and the situations that listening comprehensions has been neglected in many English language programs Gilakjani (2016). Moreover, the early research of AVM emphasis more on its features itself rather than the improvement of their listening comprehensions by specific steps and measure taking for the challenges when using AVM. Therefore, as there are gaps in these areas of study within the AVM, the researcher found this is a good opportunity to study a little explored area of interest, in order to achieve these aims, the research was conducted by answering the two research questions

which can offer the relevant thinking and observations on what teachers and students do in AVM class accordingly.

1.4 Research Questions

The research aims at seeking for the answers of the following questions:

1) What are the English teachers' perceptions of the use of Audio-visual methods to improve the Chinese college students' listening skills?

2) What are the Chinese college students' perceptions of the use of Audio-visual methods to improve their listening skills?

1.5 Significance of the Study

Although there has been a popular use of audio-visual aids in teachers who teach English language, many of them might not found the effectiveness of it or have applications on training the students' listening comprehensions (Gilakjani, 2016) according to its verbal and nonverbal features (Mayer, 2001), this research, first of all, gave an insight to the language teachers of using audio-visual aids in facilitating English listening comprehensions and expected to be helpful in education to some extent for the English language teachers related to the issue. Meanwhile, the researcher investigated perceptions of the college teachers and students on the advantages of AVM and its interactive relations to listening comprehension achievement as well as disadvantages that required improvements on their designing the teaching plans and activities to overcome the difficulties which are generally neglected by the ESL teachers. As these areas of study are relatively insufficient but crucial, this research could contribute to the boost of listening education in English.

1.6 Limitations

First of all, the participants of this study are from only one language college in Guangzhou, which can not reflect the complete situation of Audio-visual teaching in English teaching in all China colleges. For example, in underdeveloped parts of China, teachers frequently faced challenges of inadequate resources such as poor internet connectivity, poor educating facilities, inadequate training of using AVM and so on.

What's more, one of the most striking aspects of this study is the relatively small-scale study including 6 students and 2 teachers so that the results cannot be generalized to the wider population. In addition, the study was conducted during the pandemic period and there was frequently quarantine with a result that time and site constrained.

2. Literature Review

This chapter focuses on other research issues closely related to this research issue. Firstly, the researcher theoretically summarizes the concepts of listening comprehension ans Audio-Visual Method (AVM), mentioned about challenges for Chinese learners in their listening comprehension processes and specifically elaborates the advantages of Audio-Visual Methods (AVM) in language teaching and learning. This means that the application of AVM have something related to theoretical support. Meanwhile the

researcher discusses the use of AVM in teaching and learning, so that readers can understand that Audio-visual teaching method is a practical teaching activity as well. Finally, the researcher objectively describes the challenges that the teacher will encounter in the use of Audio-visual teaching, so that readers will understand that the use of Audio-visual teaching should be combined with reality, to avoid unnecessary trouble.

2.1 Definition of the Concept of Listening Comprehensions

The term "listening comprehension" was defined by lots of authors. According to Brown and Yule (1983), listening comprehension means that a person understands the learning text through hearing it. Dirven and Oakeshott-Taylor (1984) defined listening comprehension as the result of teaching methodology which is in line with the terms of speech recognition, speech understanding, spoken language understanding, and speech perception. Buck (2001) said that listening comprehension would be measured by the teachers in teaching process, they must priority to understand in what way that process works as a result, both linguistic and non linguistic knowledge would be comprehend by this way. Richards and Richards (2008) stated that to enhance listening, listeners should be aware of the types of processes which was known as bottom–up and top–down involved in understanding the incoming data of spoken text. Bottom up processing which the listener hears as he/she attempts to interpret speech and conduct meanings is caused by audio, vocabularies and structures, while top-down processing relates to the application of background knowledge in understanding the implications of a listening text. Rost (2002) and Hamouda (2013) indicated that listening comprehension is an mutual process that listeners join to construct the meaning of the listening text. Listeners comprehend the oral input through stress and intonation, discrimination of the sound, background knowledge, grammatical structures and the other implications of linguistic or non-linguistic. From perspective of Nadig (2013), listening comprehension is the various processes of understanding and making sense of spoken language which comprehending the meaning of individual words, understanding the syntax of sentences and knowing speech sounds are included.

However, there was a different perspective from Renandya (2002), he believe that listening comprehensions was often assumed that listening comprehensions could be acquired through exposure instead of really being taught. What' more, it was argued by some applied linguists that listening comprehension plays the crucial role in second language acquisition and should be paid attention to in language teaching.

In this study, the researcher consider the listening comprehension as more than merely hearing words, which adapts to the definition of Rost (2002) and that it is an interactive process of constructing the meaning of the listening text through various stimulation of the hearing object Hamouda (2013). In addition, listening comprehensions of the learners, as process of constructing the meaning of the listening text in teaching and learning will be analyzed on the learners' reaction on different activities in their Audio-visual class.

2.2 Challenges for ESL English learners in their listening comprehension processes

Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014) found that learners may encounter lots of difficulties

in processes of listening and the their study purpose was to discovered the problems and try to solve them. Some of these problems are as follows:

2.2.1 Speed of Listening

According to Underwood (1989), it is the speaker's speed makes listening passage difficult. Without any speed control of speakers and no words repeated from them and usually no record can be made by listeners, as listener, students may have serious problems to understand the speakers'. And this causes the obstacle for listening comprehension. Besides, Underwood hold that teachers felt quite difficult to judge whether their students understood what they have heard or not.

2.2.2 Lack of contextual knowledge

Lack of contextual knowledge leads to the essential difficulties that listeners can sometimes comprehend the surface meaning instead of the whole meaning of a listening passage unless they know it well. For listeners, mutual knowledge and familiar texts help to make listening in communication easier. When some concept in the second language is vague or unfamiliar, in order to understand the new language, some students prefer the transfer strategies such as translation to which helps understand temporally. In fact, the the acquisition of the second language will be weaken by listening in this way. (Rost, 1994)

2.2.3 Unfamiliar Vocabulary

Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014) indicated that it would be very easy for students to understand the listening texts when they catch the contain known words. If students know the meaning of words, their interest and motivation would be aroused and their listening comprehension would be impacted positively.

2.2.4 Difficulties to Concentrate on the Listening Text

Hasan (2000) said that less interest and the demand for completing answers to listening comprehension questions are the severe problems accounts for the students' listening comprehension, moreover, as well as a shortest break in attention, it leads to the difficulties to concentrate on the listening text. (Underwood, 1989)

2.2.5 Cultural Differences

According to Rost (1994), input of language and culture, plays an important role in learning a second language learning and it was found that if a person seldom meet the need to get much understandable input of language and, the second language learning is bewildered by a number of difficulties. Since cultural knowledge of language is of crucial influence on the learners' understanding, students should be familiar with it. Further more the teachers would be in charge of giving background knowledge about the listening activities in advance if the students have critical problems in their learning comprehension accounts for different cultural materials needed in the listening task (Azmi, Celik, Yidliz, & Tugrul, 2014).

Challenges for learners in listening comprehension processes is a clue for the researcher to chase the research of the teachers' and the students' perceptions of using the Audio-visual, and it is interactive with the Audio-visual method to facilitate the students in their listening comprehension in this study.

2.3 Definition of Audio-Visual Method (AVM)

There are many definitions of AVM. DeBernardes and Olsen (1948) pointed out that, ahead of the age of radio and television, early Audio-visual aids was generated in the forms of drawings and pictures along with oral narrations. Mayer (2001) defined AVM as presentations contain both words and pictures that are intended to faster learn. As it was mentioned by Canning-Wilson (2000), video is one of the most popular materials facilitating language teaching and learning. It was revealed that the students enjoy learning language with the aid of video, even for some, television programme on a video recorder are their favourite as viewing in class or their private study. Smaldino et al. (2002) found Audio-visual aids as an electronic storage of travelling images. According to Aggarwal (2009), the prime audio-visual aids were normally with little interactive capability. The use of computer brought animation to audio-visual aids based on real-life scenes video recording with program hosting and narrations. Asokhia (2009) referred to the terms of audios and visuals, audio materials can be heard which is related to the listening texts and recorded in CDs or tapes while visual materials are those can be watched like pictures, Power point slide, graphics, videos, flash cards, charts, poster, etc.

Different definition of AVM reflected that the method was wide spread in teaching and learning, while AVM in this research adapts to Asokhia's (2009), there are some innovative features within these definitions. Firstly, AVM sustain teaching and learning especially in enhancing both comprehension and memory Ashaver and Igyuve (2013) because human-beings retained sounds and words in sensory memory, with their brain recording images auditory and visual processed Mayer (2001). The second feature is, as useful tools in study, AVM facilitate procedural demonstration as well as deliver intricate concepts and ideas in an entertaining and interactive way Richter (2017).

To sum up, Audio-visual method is a tool of delivering intricate concepts and ideas with audio and visual materials to facilitating language teaching and learning especially in enhancing both comprehension and memory. In addition, listening and AVM have been part of research on conceptual, theoretical and practical. At present, there is still insufficient research on investigating the use of AVM for Chinese students to improve their listening comprehensions, in view of this, the research will be focus on whether the use of AVM can enhance the college learners' listening comprehensions.

2.4 Advantage of Audio-Visual Method

It was indicated by Mayer (2001) that, using Audio-visual aids in the teaching process, teachers can present a topic verbally and visually, which attracts the learners, also, it helps to relate theoretical and specific issues verbally and non-verbally. When it is difficult to explain theoretical issues verbally, learners may struggle to catch the point of the learning topic so that Audio-visual method with verbal and visual aids plays an important role on making the learners understand the topic fast and better. Mayer (2001) also stated that Audio-visual methods have a helpful effect on learning because by this method human-beings retained sounds and words in sensory memory, with their brain recording images auditory and visual processed. On basis of this form, pictures and texts entering the eyes and ears are held in the auditory and visual way of the short-term memory. However, another researcher Mathew and Alidmat

73

(2013) found similar results in their study that long-term impact will be created on learners' mind if there are connections between visuals the teaching lessons. They found that lessons would be easy to understand with the help of Audio-visual aids, besides, the students are easier to comprehend and keep the images in their mind that they view on the screen compare to do this by descriptive reading materials. Besides, it is stated by Shah and Khan (2015) that different kinds of learning experience could be provided from text paper via the screen presentation of both animation and information which helps to improve the critical thinking.

2.4.1 Advantage of Audio-Visual Method in Language Teaching and Learning

According to Romana (2000), Audio-visual methods convey target language in context in their ways that recordings cannot. By Audio-visual aids in the class, learners can learn from the visual clues that when and where the issues were happened, who joined the activities, as well as people's body language, which help to improve the comprehension of learning target language. Another expert Mamun (2014) found that the use of the Audio-visual methods bring the learners the contextualization of the lesson, that is to say, the method help them to unite the visual aids and the lessons in learning. There is an obvious comparison of teaching vocabulary in context way and only verbal way. If learners study words in Audio-visual context, their memories will be aroused because their brain record auditory and visual images of the target language and have a better understanding of the words and their meanings. If learners only hear a new word meaning orally or just see it written on the blackboard, they will not get sufficient comprehension of the word so that they will not remember it for a long time. However, if the vocabularies are presented with the pictures, it becomes more effective. Moreover, visual aids help the teacher to give emphasis on what is being taught and presented. Clear visual aids multiply the learners' ability of comprehension.

Mathew and Alidmat (2013) conducted that if the language teachers rely on the text books as the sole material of language input, teaching and learning become monotonous, they got a result of their study that using Audio-visual aids in language teaching make the class interesting and effective, which are helpful for both the teachers and the students. It was stated by Allen, Kate and Marquez (2011) that "Visual tool helps impact and interest a presentation，which create excitement to the learners. Visual aids encourage learners to use more than one sense at the same time. One picture can elicit unlimited words" Danan (1992) mentioned that the use of diverse visual-verbal aids would be expected to help teachers to generate the motivation of students and their interaction in class.

Research of Jarosievitz (2011) and Zheng (2016) found that the application of Audio-visual methods in EFL classroom has be warm welcomed since it offers helpful aids to convey complicated concepts and views in an interactive and interesting way. Buck (2001) stated that visual aids benefit in mutual language use when focusing on the relationship between the learning participants.

In this study, the author will combine two major advantages of AVM: Dynamic reflected in the teaching and the benefits gained by students in the Audio-visual class, as well as the embodiment of contextualization in the class and the great influence brought by contextualization on students' English learning, combined with the listening challenges that students overcame and besides, intensively analyze

74

the improvement of students' listening comprehensions in the process of AVM learning, and will concluded that AVM teaching method has an important impact on the improvement of listening.

2.5 Challenges of Using Audio-Visual Materials in Class

According to Cakir (2006), the cost, inconvenience and maintenance are the main fear of using technology. In addition, the sound and vision dominates in the teaching result, while quality of the copies or home-produced materials may be seen usually not ideal. Sometimes, if the researcher doesn't select Audio-visual materials wisely, the objective will not be fulfilled and it is occasionally very hard to look for the materials for elementary level learners. Other researchers found that, without sufficient information is a big problem for using the aids so that it they can generate ideas for speaking.

Above all, the Audio-visual method, as one of the teaching method which has been selected by a wide range of educators on its applications of both advantage and corresponding disadvantages on practice, which causes the researcher's further investigations on it, meanwhile, along with the teachers, seeking out good solutions of dealing with the difficulties.

2.6 Summary

The literature review part in this chapter discussed the definitions of listening comprehensions and audio-visual methods and stated the pros and cons of audio-visual pedagogy in English language teaching by the supporting statements of other authors. The researcher also found that teachers' use of audio-visual methods in ESL classrooms can make language teaching more interesting and useful. Since the method is with both advantage and disadvantage, by knowing this the researcher suggested teacher make good used of the method and avoid the positive influence of this method by practice. Most of the time, the use of a variety of audio-visual materials in class generates the learner's enthusiasm and attention. In addition, the researcher found the different statements of the use of audio-visual method between different researcher and compared their points. Besides, the researcher related the adopted view of other researchers to this study and have comparison of other author to strengthen the value the research. Based on the above literature review, we can make a hypothesis: "Language teaching becomes effective and dynamic through the use of different audio-visual materials. "

3. Methodology

3.1 Introduction

This is a research about the college students and teachers' perceptions on the use of audio-visual method to improve the college students' listening skills. In this study, the researcher used qualitative methods to answer the two research questions:

1) What are the English teachers' perceptions of the use of Audio-visual methods to improve the Chinese college students' listening skills?

2) What are the Chinese college students' perceptions of the use of Audio-visual methods to improve their listening skills?

The research question were responded by the collected data from students and teachers from Senlin

college by conducting observation, interview and focus group discussion with them.

The whole chapter includes the research methodology to conduct the research, introduction of the samples, instruments used to collect the data for research, procedures and timeline of collecting data and section presents the ways of data analysis. Finally, the ethical consideration has been expounded.

3.1 Research Design (See Timeline in Appendix 1)

Compbell and Cleland (1999) state that the qualitative research is conducted among the minority populations, with small sampling size. To conduct this study, totally 8 samples will be chosen from relatively high efficiency levels of students and teachers. They are 3 participants from Class A and another 3participants from Class B who studied in the audio-visual class and 2 teachers who have more than 5 years of experience of teaching with AVM respectively from Class A and B. According to Rashid et al. (2019), the qualitative aspect of the research allows the exploration of a phenomenon within a particular context, and it undertakes the exploration through a variety of lenses to gain multiple aspects of the phenomenon. I in order to explore through a variety of lenses, the study conduct the research on both the teachers side and the students side to answer a united question about the perceptions of the use of AVM. The 8 participants will be instructed to answer the designed questions which were set according to the research within a certain period of time.

In this research, the findings from the quantitative data were investigated further and explained in detail through the qualitative data collected from the observation, focus group discussion and interview. Therefore, the use of different methods research design provided comprehensive data that allowed the research's findings to be strengthened and triangulated which contributed to the validity of the research (Schoonenboom & Johnson, 2017).

3.2 Sampling

According to Palinkas (2015), it is needed to identify and choose participants who are "information-rich" where they are knowledgeable or have experience with the phenomenon of interest. In addition according to the research topic, two criteria would be followed to select participants in this research namely they must have studied or taught currently in a college and they must have been engaged with audio-visual lessons. The participants of this study are tertiary-level students from a Chinese college in Guangzhou city, China. Because Chinese students and the adaptations to the traditional grammar-translation strategy by them until they go to their colleges or universities (Chen, 2003), the researchers could only get exact data among colleges with audio-visual method as for the objectives. In addition, In a qualitative study of Sarantakos (1998) stated that the choice of sample is aligned with the research subject, that concerned to the research topic, the college specialized by its superiority of bilingual education and students' motivation for studying and learning performance such as the audio-visual listening and speaking Courses focusing on the systematic audio-visual training to the students while counter peers in other colleges didn't have, so participants from Senlin college would be ideal choices as the samples. Besides according to Ary (2010), the researcher should considered the knowledge and the experience of the participants, so that's

why the researcher choose to have an interview on 2 English teachers who have more than 5 years' of experience in teaching with AVM.

3.3 Research Instruments

Three instruments will be used for collecting the data for this research based on its alignment with the research of a qualitative one :

3.3.1 Observation (Appendix 2 & Appendix 7)

McKechnie (2008) claimed that this method is about collecting data with one's senses especially hearing and watching in a meaningful and systematic way. There are two types of observations: participant observation and direct observation. (Turner, 2020) A participant joint observation method was conducted for this research and were conducted in the audio-visual class of Senlin College, GZ, China. To guide the observation, several aspects on teachers and students are listed prior to the observation so that the researcher could focus on certain areas. Here is the Observation Checklist Table 3.1 (Appendix 2)

Teachers	Students
The Audio-visual aids the teacher used for the class.	Student's reactions to the activities
The activities that designed for the Audio-visual class	Student's facial expressions when they answer the teacher's questions in class.
The time schedule for the class	How quickly student respond to each class question posed by the teacher.
The teachers body language	How confident student was in expressing themselves in an all-English environment.

Based on the above 6 aspects, brief notes would be made during the observation

period. A field record would be written to keep the observation data once the observation is completed. Reynolds (2014) stated that the observation method can give insight into people's thoughts and behaviors, so that the reaction of the observed is largely unaffected by the investigator. In this research, observation method could help to get insight into participants' behaviors and thoughts in audio-visual class. Through observation, researcher collected target data in the whole observation process of audio-visual class.

The six college students in the selected class would be observed within 6 weeks of which each week lasts for 45 minutes, this activities was approved by the school's administrator, teachers and the students' of Senlin College. Afterwards, researcher will record the students' learning, activitie s and the reaction of the activities with audio-visual aids as well as the conduct of the teachers which teaching tools, teaching activities and body languages were included. Students will be given little prompting for this activities because the research was conduct by the researcher, instead, they listened to the class normally. With the help of observation, real materials that recording the students' learning practices along with the teacher's instruction would be kept and categorized for the analysis. (Appendix 2 & Appendix 7).

Observation Table

Theme			
Time			
Place			
Aids/tools:			
Learning topic			
Subthemes	*objective*	Observation to the teacher	Observation to the students

The Table 3.2 clearly explains the whole o bservation part as below:

3.3.2 Interview (Appendix 3 & Appendix 7)

Semi-structured interviews, which was defined by Coughlan (2009) as a flexible approach permitting the interviewers to chase ranges of open ended questions put forwarded by the interviewer's design for study. According to Horvath (2008), Interviewing is more direct and in-depth than other methods used. Rather than answer a series of structured questions, Semi-standardized interviews provides interviewees a space to tell their own story hence, it boost the interviewer's spontaneity to explore the deepen certain information which is related to the research. In this study, two teachers would be interviewed in their college with the designed questions. (Appendix 3)

Horvath (2008) indicated that researchers usually get higher response rates through interviews. In this research, the interview to the teachers was conduct after the 6 weeks' time of observation to the classroom. To increase the validity of the research, the questions are all set aligned with the aim of the research of exploring the usefulness of Audio-visual aids in ESL classroom (Appendix 3). Most of the appointed questions were open-ended and the teachers would be invited to share their perspectives and feelings impartially.

3.3.3 Focus Group Discussion (FGD) (Appendix 4 &Appendix 6)

From Lederman's (1990) research about the Focus Group that, Focus Group Discussion is helpful for exploring ideas and concepts by providing a relax atmosphere for all interviewees to participate in which interviewees can discuss research related issues with each other so that they can exchange perspectives with from one to another. The FGD in this research conducted in an office in Senlin College after the observations

In order to increase the reliability of the data, the FGD was arranged at the time the students were leisure without any study stress and they were encouraged to ask for researcher's help if they would

found it difficult to understand.

3.4 Procedures of Data Collection

The Figure 3.1 clearly explain the whole researching progress as below:
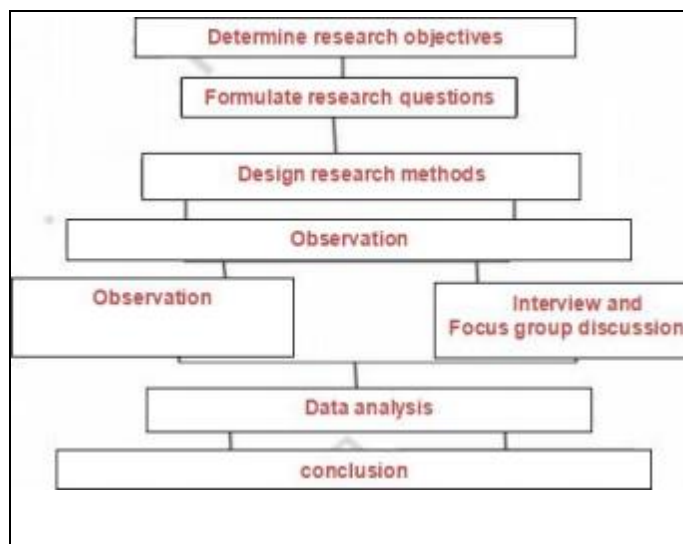
Before the research, researchers determine the research objects, formulate the research questions, design the research methods and collect data with three instruments. The data collection was conducted as below: Timeline of this research was accessory to Appendix 1 (Appendix 1).

3.4.1 Observation

In the Observation part, first of all the six college students and the two college teachers were informed that they were selected as the participant of the research without their real name, meanwhile the researcher have approval of school's administrator and consent letters signed by all participants.

Afterwards, the observations was conducted the whole research process for totally 6 weeks. In this section, researcher will record the students' learning, activities and their reaction of the activities in audio-visual aids class as well as the teacher's behavior and technique tools they use, the six Students will be given little prompting for this activities because it will be conduct by the researcher, instead, they listen to the class normally.

With the help of class observation Checklist (Appendix 2) to collect the real data that recording the students' learning practices along with the teacher's instruction. Finally, the data would be analyzed and discussed.

3.4.2 Interview

In the second research process, interview was conduct with two English teachers after the 4 weeks' time of observation to the classroom and each of them lasted for 20 minutes, it is used in the form of asking questions to teachers.

In the interview part, first of all, the 2 college teachers were informed that they were selected as the

79

participant of the research without their real name, meanwhile the researcher have approval of school's administrator and consent letters signed by all participants.

In the interview part, the teachers could reject to answer any questions which made them uncomfortable, besides, the interview data was record by the researcher and arranged as transcripts. (see Appendix 3 & Appendix 5). The researcher classified the teachers' answers according to different key points, then sort out and discuss the contents, and compare them with observation method to prove a common research phenomenon discuss.

3.4.3 Focus Group Discussion

In this research, the focus group will be conducted after the observations to the teachers and students which lasted for around 1 hour. In this part, students was invited to a office to discuss about their perceptions of the use audio-video method in listening. Different from the one-on-one mode, they can hear the opinions of other interviewers in the discussion, and it is likely that they will exchange views and discuss unprecedented answers, so that researchers can get a more accurate view of the real help that Audio-visual method brings to student.

To increase the validity of the research, the questions are all set align with the aim of the research of exploring the usefulness of Audio-visual aids in EFL classroom, but no relevance to their English text books. Most of the appointed questions is open-ended and students will required to share their perspectives and feelings impartially. It was recovered that open-ended questions would bring more insightful views by stimulate thinking to the students. In order to increase the reliability of the data, the research activities will be arrange at a time the students are free without any exam stress. What's more, students will be encouraged to ask for researcher's help if they find it difficult to understand.

Finally, the data of focuses group discussion (FGD) were analysized and discussed by comparing with the observation data and generate the conclusions (Appendix 4 & Appendix 48).

3.5 Data Analysis

According to the foundations of the thematic and framework studied by Srivastava and Thomson, (2009). In this process of research, researcher firstly sort out themes from repeated the participants' words, phrases and behaviors from the obtained data of the above three methods. Then concluded and analyzed the data under each code. Afterwards researcher discussed the results related to either of the mentioned research questions in this research. In addition, three methods are conducted to maintain triangulation of data, hence there would be information validation and different aspects and dimensions in this study.

This research was conducted with three data collection methods, namely observations of two Chinese college teachers and six college students in audio-visual class, interviews conducted with the two Chinese college teacher and a focus group discussion among the 6 students. When refers to data analysis, the study was based on data from observations, interviews and focus group discussion which are sorted out according to the code with the participants' repetitive behaviors or responses from subjects with thematic and framework analysis and then they were conducted.

80

3.5.1 Observation

Reynolds (2014) stated that the observation method can give insight into people's thoughts and behaviors, in addition the reaction of the participants shouldn't be affected by the investigator. The method the researcher use in this research objects to have the data of the students' behavior without their doing anything or extra things, through observation, the researcher collect a series of data which was helpful in the whole observation process.

3.5.2 Interview

According to Horvath (2008), Interviewing is more direct and in-depth than other methods used. Researchers usually get higher response rates through interviews. In addition, it is also through interviews that researchers, also known as interviewers, get in-depth information from interviewees.

3.5.3 Focus Group Discussion

It is from Lederman (1990) research about the Focus Group that, Focus Group Discussion is helpful for exploring ideas and concepts. Focus Group Discussion can provide a relaxed environment for all interviewees to participate in. In this environment, interviewees can discuss research issues with other interviewees, so that they can exchange views with each other during the interview and get more accurate data.

3.6 Ethical Consideration

According to Gibson stated (2012). To maintain data validity obtained from the participants, sufficiency in responses to data collection had to be considered as well as the adaptations had to be made on researcher's approach the part, trust and a partnership should be built by the researcher to ensure the participants' enjoying taking part in the research process so that deviation during the research could be reduced. During the research interview the teachers were clarified that right or wrong wouldn't be estimated in any of their answers. In addition they could say whatever they would like to share. Besides, the teachers could reject to answer any questions that make them uncomfortable questions according to their feelings.

4. Findings and Discussions

4.1 Introduction

This study mainly use three data collection methods, namely observations of the Chinese college students English class with Audio-visual aids, an interview conducted with 2 senior Chinese English teachers in the same colleges and a focus group discussion among the students who are interview. The focus of the study research is on the students' and the teacher's perception of Audio-visual learning strategies to improve the students' listening skills". The reason that three methods are conducted is to certain triangulation of data, so that there will be of information validation and an opportunity to see different aspects and dimensions of the study.

4.2 What are the English Teachers' Perceptions of the Use of Audio-Visual Methods to Improve the College students' Listening Skills?

In the interview section conducted with the English teacher Alan and Susan, they was glad that they see the students make progress on Pure English class after they jointed several weeks' Audio-visual class.

4.2.1 Students make progress on Pure English class with higher requirements in English listening

In the interview section conducted to the English teachers Alan and Susan, they found that students make progress on listening in their Audio-visual class by which the students were imparted language in pure English which has higher requirements in English listening better than other EFL class after they jointed many weeks' Audio-visual lessons. And these for the students were the overcoming to the difficulties of unfamiliar with the vocabularies. They said :

"...they learned new word contextually...fewer secondary explanations of words are needed from me which made me feel great !" (Susan) (See appendix 5)

"...they learn words unconsciously, and I was surprised that they can understanding the meaning of the words accordingly from the video and the picture without any stressful teaching..." (Alan) (See appendix 5)

4.2.2 Students Gradually Adapt to the Speed of Native English Speakers

In the interview section conducted with the English teacher Alan and Susan, they was glad that they see the students gradually adapt to speed of native English speakers in EFL class after they jointed several weeks' Audio-visual class. They stated:

"I felt delighted that they can catch the point of the English documentary little by little now" (Susan) (See appendix 5)

"Another one we can see is that they wouldn't scared of but can follow the speed of the native speaker in English videos, which, in their eyes is the "fast speed" (Alan) (Appendix 5)

In addition, the students' making progress on Pure English class and their adaption to the speed of native English speakers was observed by the researcher in 4 of their pure English classes. (Table 4.1, 4.2, 4.3, 4.4)

Table 4.1 Observation Data

Theme	What are the English teachers' perception of the use of Audio-visual methods to improve the Chinese college students' listening skills?
Date	11/03/2022
Time	15.00-15.45
Place	Audio-visual English Listening and Speaking Classroom 1, Senlin College
Aids/tools:	Video, powerpoint slides, pictures
Learning topic	Documentary named as *The American Lions (Section 1)*

Subthemes	**objective**	Observation to the teacher Susan	Observation to the students Participant 1 Participant 2 Participant 3
Students making progress on pure English class	learned new word contextually	1 Present pictures of lions in *marsh* and *oasis* and let the students guess where are they living in the US?	(did matching questions of pictures and words, see appendix) Participant 1Need explain of marsh Participant 2&3 Need explain of oasis
adapt to the speed of native English speakers	catch the point of the English documentary	2 Showed the video clip and asked students to take notes about what they heard about the locations the lions live.	to take notes about what they heard about the foods the lions eat. Participant 1 sit quietly and didn't write anything Participant 2 ask his classmate about the answers Participant 3 looked at the black with confused expression
		3 checking the individual presentation from the students	Participant 1could not answer the teachers' questions and didn' t take part in the presentation Participant 2could not answer the teachers' questions and didn't take part in the presentation Participant 3 could answer only one question and didn' t take part in the presentation

Table 4.2 Observation Data

Theme	What are the English teachers' perception of the use of Audio-visual methods to improve the Chinese college students' listening skills?
Date	01/04/2022
Time	15.00-15.45
Place	Audio-visual English Listening and Speaking Classroom 1, Senlin College
Aids/tools:	Video, PowerPoint slides, pictures
Learning	Documentary named as *The American Lions (Section 4)*

83

topic			
Subthemes	**objective**	Observation to the teacher Susan	Observation to the students Participant 1 Participant 2 Participant 3
Students making progress on pure English class	learned new word contextually	1 Present pictures of *gazelle* and *buffalo* and let the students guess what do the lions eat?	(did matching questions of pictures and words, see appendix) Participant 1asked for the explanation of the word "clip" Participant 2&3 No need explanations
adapt to the speed of native English speakers	catch the words of the English documentary	2 Showed the video clip and asked students to take notes about what they heard about the foods the lions eat.	to take notes about what they heard about the foods the lions eat. Participant 1 listen carefully and take notes fast Participant 2 listen carefully and take notes fast, felt confidently Participant 3 listen carefully and take notes fast, and tried to help the classmate
		3 checking the individual presentation from the students	Participant 1could answer the teachers' questions took part in the presentation nicely Participant 2could answer almost all the teachers' questions and took part in the presentation well Participant 3 could answer the teachers' questions and took part in the presentation well

As for the teacher Susan's Audiovisual class, In Table 4.1 and 4.2, the researcher recorded the teaching activities with Audio-visual aids that prove the English teachers' perception of the use of Audio-visual methods to improve the college students' listening comprehensions. The use of Audio-visual aids was linked with different activities and the activities based on the Audio-visual aids were divided into three parts:

In the first section of the activities In Table 4.1 showed that every participant who was observed need explanations from the teacher when doing matching questions while in Table 4.2, two of the participants

who don't need explanations of new words from the teacher when doing matching questions and it was proved to be true that the participants learned new word contextually in Audio-visual class.

In the second section of listening/viewing activities, in Table 4.1 the students were asked to take notes on what they heard about the location the lions lived and nobody could catch the point of the video clips while in Table2 all of the participants could understand what food the lions eat from the video clips and it proved the true of what Susan discussed in the interview that students could catch the point of the English documentary.

Table 4.3 Observation Data

Theme	What are the English teachers' perception of the use of Audio-visual methods to improve the college students' listening skills?		
Date	11/03/2022		
Time	16.00-16.45		
Place	Audio-visual English Listening and Speaking Classroom 2, Senlin College		
Aids/tools:	Video, powerpoint slides with the pictures of the words "irrigate", "moisten" "afforest" and "vegetation"		
Learning topic	Documentary named as *The American Lions (Section 1)*		
Subthemes	**objective**	Observation to the teacher Alan	Observation to the students Participant 4 Participant 5 Participant 6
Students making progress on pure English class	learn words unconsciously	The teacher showed Power point slides with the pictures of "irrigate", "moisten" "afforest" and "vegetation" and asked the students to watch the *ideo on Ecosystem*	say out what the pictures showed by recalling the video: Participant 4 :Discussed with friends but couldn't get anything Participant 5: smile and said that the speed of the report was too fast Participant6 Looked at the slide and thought by shaking his head
adapt to the speed of native English speakers	can follow the speed of the native speaker	The teacher put forward a question :What is the main cause of the pollution ? and	Took totes when listening Participant 4 couldn't answer the question by saying that the speed was too fast for him Participant 5 tried to answer the question but it was not correct, but she said that it was easy

85

| | then called up the controls of screen to rewind the video so that students can watch the second times | to practice the listening effectively by pausing and playing the audio clips again and again Participant 6 couldn't answer the question by saying that the speed was too fast for him |

Table 4.4 Observation Data

Theme	What are the English teachers' perception of the use of Audio-visual methods to improve the college students' listening skills?		
Date	01/04/2022		
Time	16.00-16.45		
Place	Audio-visual English Listening and Speaking Classroom 2, Senlin College		
Aids/tools:	Video, Power point slides with the pictures of the words "shoot", "industrious" "runner-up"		
Learning topic	*Video o*n *The magic of Football* reported by British Broadcasting Corporation		
Subthemes	**objective**	Observation to the teacher Alan	Observation to the students Participant 4 Participant 5 Participant 6
Students making progress on pure English class	learn words unconsciously	The teacher showed Power point slides with the pictures of "shoot", "industrious" "runner-up" on it and asked the students to watch the v*ideo on Ecosystem*	say out what the pictures showed by recalling the video: Participant 4: very excited and put up hi s hand to answer Participant 5: he couldn't wait to say out the words Participant 6: say out 2 of the words without any hesitate
adapt to the speed of native English	can follow the speed of the native speaker	The teacher put forward a question :Who is the most well known	Took totes when listening Participant 4 couldn't wait to answer the question

| speakers | football starts in 19s? readied to called up the controls of screen to rewind the video so that students can watch the second times accordingly | Participant 5 tried to answer the question but it was not correct Participant 6 answer the question quickly |

According to the record on Alan's Audio-visual class: In Table 4.3 and Table 4.4, the researcher recorded the teaching activities with Audio-visual aids in line with what the English teachers' perception of the use of Audio-visual methods to improve the college students' listening comprehensions.

In the first section of the activities, Table 4.3 showed that every participant who was observed could not say out what the pictures showed by their recalling the video while in Table 4.4 all of the participants could say out what the pictures showed and it was proved to be true that the participants understanding the meaning of the words according to the video, so that we can see the progress they had made on pure English class with higher requirements in English listening. And this was in line with the words that Alan mentioned in the interview as he said: "...they learn words unconsciously, and I was surprised that they can understanding the meaning of the words accordingly from the video and the picture without any stressful teaching..." (Alan) (See appendix 5).

In the second section of learning activities, Table 4.3 showed that the students couldn't got the point of the question well after watching the video while in Table4 two of the participants could the question correctly and it was proved to be true that Alan's observation on the students achieved the improvements of the listening comprehension when they were seen catching the native speaker's talking speed, which is in line with Alan said in interview part as "Another one we can see is that they wouldn't scared of but can follow the speed of the native speaker in English videos, which, in their eyes is the 'fast speed'" (Alan) (See appendix 5).

According to Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014), when listening texts includes familiar words it will be easier for learners to understand. By understanding the meaning of vocabularies, learners' motivation can be stimulated a benefit impact on the students' listening comprehensions will exist. According to Ozaslan and Maden (2013), Power point slides, as the visual aid, make the listening text more attractive. Çakir (2006) indicated that teaching English language by video convey authentic target language input to the learners. Ozkan (2002) found that use listen text related to videos makes the class interesting. The participants in Susan and Alan's class (see Table 4.1-4.4) were observed to be instructed by the Power point slides and the videos, the visual pictures on the slides caught the students' attentions and arose their retention of the listening texts so that all of them can match the information from both sides in addition they can speak the words on the pictures of what they heard and watched from

87

the video, from the results the observed participants enhanced their abilities of learning new words contextually and made progresses on their listening comprehensions in audio-visual class.

According to Underwood (1989), the speaker's speed makes listening text being felt difficult. Without any control of speakers' speed and any words repeated from it, usually no any record was able to be made by the listeners. As listeners, learners may have obvious difficulties to comprehend the speakers' words which causes the hind for listening comprehensions. In Susan and Alan's Audio-visual class (see Tables 4.1-4.4), learners were found that they could take notes during their listening practice, and this helped overcome the difficulties for the fast listening speed. In Alan's class, the was always readied to make controls of screen to reverse the videos so that learners can watch the text the second times, which is the further step to improve students' adaptations the English speed gradually, Though it is quite difficult for instructors to know if their learners understood what they have heard or not (Underwood, 1989). Alan, with aids of Audio-visual, found the solutions of the problems by asking the students questions by their understanding to the maid text of English reports, and the repeat of the video clips were also the process of both interacting with the learners and enhancing the adjustment of the speeds. The observation results in the tables showed that the students' listening comprehension improvements attributes to the fact that they could catch the speeds of the native speakers.

4.3 What are the Chinese College Students' Perceptions of the Use of Audio-Visual Methods to Improve Their Listening Skills?

In the Focus Group Discussion section conducted by the researcher with the observed participants, it was found that students become confident in the pure English class after they were trained by many weeks' Audio-visual lessons. And these can be told by the students on both the their confidences in the pure English classes and They said:

4.3.1 Become Confident in the Pure English Class

In the focus group discussion part, participants stressed that they didn't think they need extra explanations for new words in the pure English class since they made progress on understanding the meaning of the new words, they said:

Participant 1:**...When I join the discussion and presentation part, I won't feel nervous because I can use the point from other culture that I had never learned from the English documentaries or reports...(See Appendix 6)**

Participant 2:**... I can answer the teacher's question according to my understanding to the listening text...And I enjoy this class because I think I can see the different opinion between people from British and I. (See Appendix 6)**

Participant 6: **...I am glad that I don't need translations from the teacher to know lots of foreign stories in the pure English class... (See Appendix 6)**

4.3.2 Be Able to Follow the Talking Speed of Native English Speakers

What's more, the participants share with the research that they can follow the speed of natives

Participant 3: **...I understand the new words according to the context of the learning video and I think it is more interesting than I learn new words from the text... (See Appendix 6)**

Participant 5 :**...I don't think it was hard to concentrate on the listening text though it sounds fast since the class attracted me by getting lots of cultural information of British... (See Appendix 6)**

Participant 4:**...After I study I can little by little adjust to the talking speed, which in my eyes was the very fast speed previously, of English people, and I realized that it was a normal talking speed which gave me curiosity and challenge to follow anytime...(See Appendix 6)**

Further more, the discussion results of the participants were observed by the researcher in one of their foreign English class where they have higher challenging in their listening comprehension as below. (See Table 4.5 Observation Data)

Table 4.5 Observation Data

Theme	What are the Chinese college students' perception of the use of Audio-visual methods to improve their listening skills?	
Date	08/04/2022	
Time	11.00-12.30	
Place	Foreign English class, Senlin College	
Aids/tools:	Video, Power point slides with pictures, computer screen	
Learning topic	Short film named as *Environmental Pollution(8minutes)*	
Subthemes **objective**	Observation to the foreign English teacher Ray(From British)	Observation to the students Participant 1 Participant 4 Participant 2 Participant 5 Participant 3 Participant 6
Become confident in the Pure English class	First,Ray put forward a task : Think about the possible solutions of Environmental Pollution before he showed the movie Then, Ray had the students	Participant 1: In the discussion part, Participant 1 shared his ideas with his teammates that help to solve the pollution, which was appreciated by the mates and in presentation part, Participant 1 didn't feel nervous at all and his advice on solving the pollution from both the video and his own thinking was praised by the Ray with the comment "Wonderful!"

	discussed in groups	
	Later on, Ray checked the individual presentation from the students	Participant 2: He was the first to raise his hand to a do the presentation and meanwhile he responded to the teacher's questions critically.
	Afterwards, host the questioning section and have further discussion with the students about the topic.	Participant 6: She could entirely understand what the foreign teacher recommend her to do and exchanged her perspectives fluently to the teacher in 5 minutes' questioning part.
Be able to to follow the talking speed of native English speakers	Finally, host the argue section which share and debate with different ideas	Participant 3: In argue section, which was regarded as the most difficult part she debated with Ray about the cause of the air pollution, there was no hesitate on her debate since she could follow Ray's speed and understand the listening text well. Participant 5 :In the movie show part he watch the film carefully and took notes, in questioning section, he discussed with the teacher without any listening difficulty Participant 4: He was active in taking part in any section of the class and he seems ambitious in studying

From Table 4.5, the researcher recorded the teaching activities with Audio-visual aids from the foreign teacher's class, it was obvious to see that Participant 1, Participant 2 and Participant 6 were confident enough in the Pure English class as well as what they had discussed in Focus Group Discussion (See Appendix 6), in addition, Participant 3, Participant 5 and Participant 4 were observed that they can follow the talking speed of native English speakers well,

According to Rost (1994), as a section of the input in language learning, culture as well as language plays an important role in learning a second language learning and it was found that if a person seldom meet the need to get much understandable input of language and, the second language learning is bewildered by a number of difficulties. Since cultural knowledge of language is of crucial influence on the learners' understanding, students should be familiar with it. Further more, the connection between the classroom and real world encourage students to understand the relationship between learning and practicing. Video, as the audio-visual aid and the connected tool between the classroom and real world is widely accepted as

more powerful and more comprehensible than other media for second and foreign language students (Brinton & Gaskill, 2009; MacWilliam, 2004 cited in Keihaniyan, 2013). Also use of audio-visual aids gives the learners extended language exposure to the learners giving them better idea of the target language culture. The study of Cakir (2006) supports this result as he mentioned, "Moreover, the students have a general idea of the culture of the target language. It may be enjoyable for the learners to have something different for language learning apart from the course books and cassettes for listening". In focus group discussion (See Appendix 6), Participant 1 got the advantage of the input of English culture that he won't feel nervous in discussion which has high requirements for listening comprehensions in English because he used the point from other culture that he learned from the English documentaries or reports in form of video and this was observed by the researcher in one of his class that he shared his ideas and had sufficient presentation show according what he had learned from the Audio-visual class. And it turned out to be right that by English language and culture learning with Audio-visual aids, learners have confidence for the pure English class.

Hasan (2000) said that less interest as well as the demand for completing answers to listening comprehension questions are the severe problems accounts for the students' listening comprehension. According to Allen, Kate and Marquez (2011), "Visual aids impact and add interest to a presentation. They can create excitement. Visual aids enable students to use more than one sense at the same time. "One picture can elicit unlimited words" It was pointed out by Çakir (2006) that learners can concentrate on the use of contextual language in the videos along with non-verbal features of language that helps them to have better understanding of the target language use. The result of the study also indicates that the Audio-visual aids motivates the learners and helps them to lower their anxiety levels so that they can be more focused on the listening text that they able to follow the talking speed of native English speakers. From Table 4.5 we can see that Participant5 was concentrated on the learning video so that he got important information from the video for his process of questioning.

From the result we can see the visualization of the Audio-visual aids helped learners to recall the ideas better. What's more, Audio-visual method work as hints to the learners about the topics and give them ideas for discussions which ultimately make them ready for speaking.

4.4 Challenges of using Audio Visual Materials in Class

The advantages and disadvantages of Audio-visual methods was stated by the teachers and students who were interviewed and invited to the group discussion.

"...video using is a technical problem...I am always scared to discover that all my teaching files had been damaged by virus when I restore materials in my pen drive." (Alan) (See Appendix 5)

"And I sometimes feel challenging to seek out suitable materials that match the level of sophomore." (Alan) (See Appendix 5)

"often it happens that the video player does not support the file format. As a result, I get into embarrassing situations in front of all my students." (Susan) (See Appendix 7)

"It seems hard to select the appropriate materials, if we don't have enough the data to design our

own that suits the classes, we have to rely on the existing resources from the internet. But I am afraid those are namely designed for natives...” (Susan) (See Appendix 5)

“It is a misery for me to clarify their pronunciation, because of the quality of the voice? As a result, if there is any follow-up activity, I can not join it.” (Participant 4) (See Appendix 6)

“I sometimes feel hard to express my ideas when I don’t have the exact idea of the sentence structure, in fact I need sufficient analysis of the structure instead of just mimic what the English speaker said ”(Participant 5) (See Appendix 6)

According to Cakir (2006), the cost, inconvenience and maintenance are the main fear of using technology. These were discovered by the teachers Alan and Susan since both of them suffered technical difficulties such as the use or reserve of the videos. As it was mentioned by Cakir (2006), obstacle of searching materials was another challenge for the instructors, which was encountered by Alan and Susan by saying feel challenging to seek out suitable materials for sophomore or hard to select the appropriate materials. And also we can know from the learners side that sound of the video mattered and more training of analyzing the structures are needed for learning the languages. Meanwhile, the teachers told the solutions of challenges, Alan said that he will always have a spare tool for files, besides, he asked the school for the materials help. (See Appendix 5) Susan stated that she would try her best to create a good audio-visual environment for students. (See Appendix 5)

It was conducted by Buck (2001) that visual aids benefit in mutual language use, which means the method helps to improve both teaching and listening skills. Also Md. Abdullah (2014) mentioned that people learn a second language for the purpose of communicating which listening comprehension and spoken skills are included. However, according to the data from the focus group discussion, the researcher found that using sole method in teaching listening or speaking leads to some learning problems from the students, for example, if students lack of sentence structure analyzing ((See appendix 6, Participant 5),they will have obstacle to express. Ranasinghe and Leisher (2009) points out that human mind can be never replaced by the technology, instead, it can be expand by it and the effectiveness of these technological aids relies on the teacher’s motivation, technical knowledge and availability of making use of the resources and what’s more, the students’ response towards these tools. As a result, it was suggested by the researcher that teachers should find a suitable ways to enhance their students’ communication skills via combination of Audio-visual methods and other methods in class.

5. Conclusion

This research is conducted based on the background of demand of improving Chinese college students’ listening comprehension with its purpose of finding out how the use of audio-visual aids facilitates language teaching in learning and with its paraphrased as well as looked forward to the significance of AVM method by answering two research questions, they are “What are the English teachers’ perception of the use of Audio-visual methods to improve the college students’ listening skills?” and “What are the college students’ perception of the use of Audio-visual methods to improve their listening skills?”. The

researcher devoted to investigate both the advantages and the disadvantages of AVM itself and the fact that the method is useful for Chinese college teachers to enhance the listening comprehensions of the college students, meanwhile she explained the exact meaning of listening comprehensions in this study and the challenges that Chinese college students are encountering on their listening comprehensions, to a certain extent, she compared the relevant literature reviews from previous researcher and gave a common and disparate comments on those. Three methods were conducted to investigate for the research of both the teachers and the students' perceptions of the use of AVM to enhance the Chinese colleges' listening comprehensions, they were interview, observation and focus group discussion, of which were combined with their data to prove the validity of previous researchers' perspectives on the method, meanwhile, the researcher discovered the unfulfilled section that they haven't realized and put forward some recommendations on boosting the method. Besides, the researcher discussed about the limitations of the research.

In conclusion, since a goal of classroom listening is to prepare students for real-life listening outside the classroom, it is necessary to implement authentic aural materials at all levels of language instruction and listening-comprehension training.

5.1 Key Findings

In this research, the researcher mainly found the effectiveness of the use of AVM to enhance the college students' listening comprehensions according to the qualitative methods, firstly AVM built a contextual leaning environments which helped to enhance the understanding of the listening text so that the students can follow the native English speakers' speed and understand the foreign culture well, what's more, it make the class dynamic to attract the students' attentions that they can concentrate on listening to the target language. In addition, the method improve the learners' listening skills by involving the participants of the class to the communicating part, which was stressed by Wang (2008) as the course of failing the learning of real-life communicative English. That were set in the audio-visual class. However, the AVM is with it challenges for use, for example, it is of risk to use the videos and internet and the difficulties of restoring and preventing of the facilities. As a result, teachers should be well trained about this methods.

5.2 Contributions

In this study, the researcher conducted the research on basis of the Chinese college students' difficulties such as Unfamiliar Vocabulary (2004) Cultural Differences (Rost, 1994), less interest (Hasan, 2000), of their listening comprehensions to find out the use of the audio-visual method, in this process. Since there is still insufficient research on investigating the use of AVM for Chinese students to improve their listening comprehensions, in view of this, the researcher deepen the research on whether the use of AVM can enhance the college learners' listening comprehensions by theory and practice. In addition, the researcher recommend the combinations of the AVM into other teaching method in ESL class so that it can avoid the disadvantage of AVM and develop better teaching plan in teaching! Moreover, the early research of AVM emphasis more on its features itself while this researcher stress the traise of the college

93

students' listening comprehensions by specific steps and measures taking for the challenges on this method.

5.3 Recommendations

First, teachers should design listening tasks that arouse students' interest which not only test the students' listening comprehension but also stimulate them so as to get the maximum benefits in teaching activities.

In order to avoid the teaching accidents by materials, teachers need to examine those carefully in the classroom to certain the quality of the materials before using any Audio-visual materials. Contingency plan should be prepared by the teachers while using Audio-visual materials, instead of using only one restore tool, for example, they can use USB flash disk as well network disk for saving the files. Moreover, the teacher should be professionally-trained on making use of the aids, or else the class becomes purposeless and tiresome for the students.

To be in line with the proficiency level of the learners, teachers should adjust to those on basis of their own ways. For example, if the teachers notice the lever of the audio materials beyond the learners' proficiency level, they should record their own voice so as to make learners understand the text. There should be a good consistency between the Audio-visual aids and the lessons otherwise it will confuse the students consequently spoil the whole purpose the visual aids. However, the researcher in this study found that, sufficient information for the learners should be restored by the teacher so that they can generate ideas for listening.
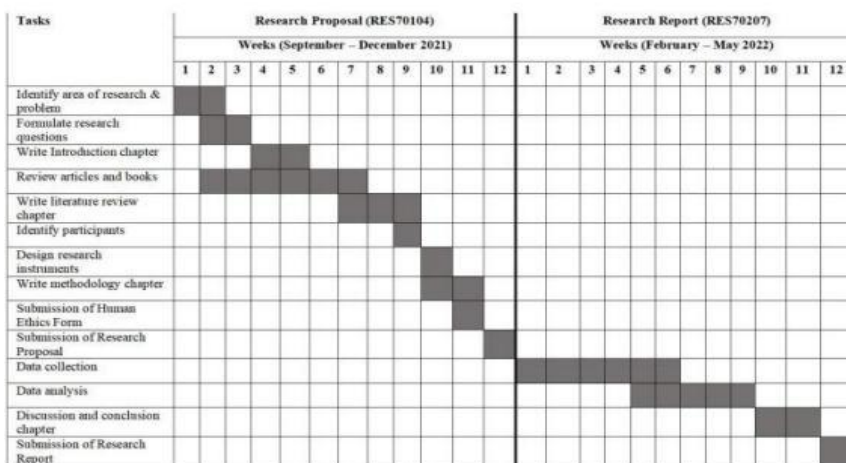
References

Allen, K., & Marquez, A. (2011). Teaching vocabulary with visual aids. *Journal of Kao Ying Industrial & Commercial Vocational High School*, *1*(9), 1-5. Retrieved from http://210.60.110.11/reading/wp-content/uploads/2012/10/10022007.pdf

Asokha, M. O. (2009). *Improvisation/teaching aids: Aid to effective teaching of English language*. https://doi.org/10.31901/24566322.2009/01.02.02

Azmi, B. M., Celik, B., Yidliz, N., & Tugrul, M. C. (2014). Listening Comprehension Difficulties Encountered by Students in Second language Learning Class. *Journal of Educational and Instructional Studies in the World*, *4*(4), 1-6.

Buck, G. (2001). *Assessing Listening*. Cambridge: Cambridge University Press. https://doi.org/10.1017/CBO9780511732959

Brown, A. L., & Palinscar, A. S. (1982). Introducing Strategic Learning from Texts by Means of Informed Self-Control Training. *Topics in Learning and Learning Disabilities*, *2*, 1-17.

Bude, S. (2009). Effective technology integration: Old topic, new thoughts. *International Journal of Education and Development using Information and Communication Technology*, *5*(2), 161-171

Çakir, D. I. (2006). *The use of video as an audio-visual material in foreign language teaching*.

Craig, R. J., & Amernic, J. H. (2006). PowerPoint presentation technology and the dynamics of teaching.

94

Innov High Educ, *31*, 147-160. https://doi.org/10.1007/s10755-006-9017-5

Corbeil, G. (2007). Can PowerPoint presentations effectively replace textbooks and blackboards for teaching grammar? Do students find them an effective learning tool? *Calico Journal*, *24*(3), 631-656. Retrieved from http://www.journals.sfu.ca/CALICO/index.php/calico/article/download/757/619 https://doi.org/10.1558/cj.v24i3.631-656

Cunning-Wilson, C. (2001). Practical Aspects of Using Video in the Foreign Language Classroom. *The Internet TESL Journal*, *VI*(11). Retrieved from http://www.tojet.net/articles/v3i3/339.pdf

Danan, M. (1992). Reserved subtitling and dual coding theory: New directions for foreign language instruction. *Language Learning*, *42*(4), 497-527. https://doi.org/10.1111/j.1467-1770.1992.tb01042.x

Depdiknas. (2006). *Kurikulum 2006 Standar Kompetensi Mata Pelajaran Bahasa Inggris*. Jakarta: Depdiknas.

Dias, L. B. (1999). Integrating technology. *Learning and Leading with Technology*, *27*(3), 10-21.

Gilakjani, A. P., & Sabouri, N. B. (2016). Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review. *English Language Teaching*, *9*(6), 123. https://doi.org/10.5539/elt.v9n6p123

Ji, Y. F. (2018). The Application of Audio-visual Teaching method in English Teaching. *Shanxi Education (Teaching)*, (07), 18-19.

Lever-Duffy, J., & McDonald, J. (2003). *Teaching and Learning with Technology*. Boston, MA: Pearson Education.

Malcolm, D. K. (2006). Viewing Video and DVD in the EFL Classroom. *Bunkyo Gakuin University Journal*, *8*(1), 217-234.

Mathew, N. G., & Alidmat, A. O. H. (2013). A study on the usefulness of audio-visual aids in EFL classroom: Implications for effective instruction. *International Journal of Higher Education*, *2*(2), 86-91. https://doi.org/10.5430/ijhe.v2n2p86

Mathew, N. G., & Alidmat, A. O. H. (2013). A Study on the Usefulness of Audio-Visual Aids in EFL Classroom: Implications for Effective Instruction. *International Journal of Higher Education*, *2*(2). https://doi.org/10.5430/ijhe.v2n2p86

Mayer, R. E. (2001). *Multimedia learning*. Cambridge: Cambridge University Press. https://doi.org/10.1017/CBO9781139164603

Mayer, R. E. (2002). Cognitive theory and the design of multimedia instruction: An example of the two-way street between cognition and instruction. *New directions for teaching and learning*, *2002*(89), 55-71. https://doi.org/10.1002/tl.47

Mamun, A. F., & Abdullah, M. (2014). *Effectiveness of audio-visual aids in language teaching in tertiary level*.

Norvig, P. (2003). PowerPoint: Shots with its own bullets. *The Lancet*, *3*(62), 343-344.

95

https://doi.org/10.1016/S0140-6736(03)14056-1

Neil, O. M. (2011). *Using technology in the EFL Classroom in Saudi Arabia*. AYMAT Individual Thesis/SMAT IPP Collection.

Nadig, A. (2013). Listening Comprehension. *Encyclopedia of Autism Spectrum Disorders*, 1743.

Ozaslan, E. N., & Maden, Z. (2013). The use of PowerPoint presentation in the department of foreign language education at Middle East technical university. *Middle Eastern & African Journal of Educational Research*, *2*, 38-45. Retrieved from http://www.majersite.org/issue2/ozaslanandmaden.pdf

Ozaslan, E. N., & Maden, Z. (2013). The use of PowerPoint presentation in the department of foreign language education at Middle East technical university. *Middle Eastern & African Journal of Educational Research*, *2*, 38-45. Retrieved from http://www.majersite.org/issue2/ozaslanandmaden.pdf

Ranasinghe, A. I., & Leisher, D. (2009). The benefit of integrating technology into the classroom. *International Mathematical Forum*, 4(40), 1955-1961.

Rost, M. (1994). *Introducing Listening*. London: Penguin Group.

Romana, D. (2000). *Harnessing the Use of Visual Aids in the English Language Classroom*. Kuala Lumpur: University Technology Malaysia.

Smaldino, S. E., Russell, J. D., Heinich, R., & Molenda, M. (2002). I*nstructional Technology and Media for Learning* (8th ed.). Upper Saddle River, NJ: Pearson.

Underwood, M. (1989). *Teaching listening*. London: Longman.

Wang, H. (2008). *The analysis of police in Chinese exam-oriented educational problem Education research monthly*, (2).

Lee, C. A. (1991). Communicative language teaching and the construction of communicative tests. In *Selected Papers from the Tenth Conference on English Teaching and Learning in ROC* (pp. 222-232).

Chen, P. C. (2003). *EFL student learning style preference and attitudes toward technology- integrated instruction* (Unpublished doctoral dissertation). University of South Dakota.

Appendixes

Appendix 1

Tasks	Research Proposal (RES70104)												Research Report (RES70207)											
	Weeks (September – December 2021)												Weeks (February – May 2022)											
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12
Identify area of research & problem	█																							
Formulate research questions		█																						
Write Introduction chapter			█																					
Review articles and books		█	█	█	█																			
Write literature review chapter						█	█																	
Identify participants							█																	
Design research instruments								█																
Write methodology chapter									█															
Submission of Human Ethics Form										█														
Submission of Research Proposal											█													
Data collection													█	█	█									
Data analysis																█	█	█						
Discussion and conclusion chapter																				█	█	█		
Submission of Research Report																							█	

Tasks	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12	W13	W14
Identify area ofresearch &+ problem	*													
Formulate research questions	+	+	+	*										
Write Introduction chapter			+	+	*									
Review articles and books		+	+	+	+	+	+	+	+	+	*			
Write literature review chapter		+	+	+	+	+	+	+	+	+	+	*		
Identify participants				+	*									
Design research instruments					+	+	+	+	+	+	*			
Write methodology chapter								+	+	+	+	+	+	*

Appendix 2. Audio-visual observation list

Audio-visual Class Observation Checklist

Teachers	Students
The Audio-visual aids the teacher used for the class.	Student's reactions to the activities
The activities that designed for the Audio-visual class	Student's facial expressions when they answer the teacher's questions in class.
The time schedule for the class	How quickly student respond to each class question posed by the teacher.
The teachers body language	How confident student was in expressing themselves in an all-English environment.

Appendix 3. Questions for Interview

Questionnaire for teachers' interview

Name: Institution:

Years of teaching:

1. Do you use audio-visual aids in your classroom? If yes, what are those?

2. Why do you use additional audio-visual aids in teaching language?

3. How does it facilitate you in teaching language skills?

4. How do you relate the audio-visual materials with the lesson?

5. How do you select audio-visual aids for your class?

6. Do you face any challenges while using audio-visual aids? If yes, what are thos

7. How do you overcome those problems?

Appendix 4. Questions for Focus Group Discussion

1. What are the common audio/visual materials that your teachers use in English classes?

(a)

(b)

(c)

(d)

2. Do you think that audio-visual aids help you in language learning? If yes, how?

3. How do visual aids facilitate you in speaking?

4. How do audio materials help you to improve your listening skill?

5. How do visual aids (pictures, graphs, posters etc.) motivate you in reading?

6. Do you think that audio-visual aids facilitate you in your writing? If yes, how?

7. Does the class become interesting if a teacher uses audio and videos in language classes? If yes, how?

8. What are the common problems that you face when audio-visual aids are used in

Appendix 5. Interview Transcript

Interviewer: LIHEXIAO

Interviewee 1: "Alan", college English teacher

Date: 21/04/2022

Time: 4.30-4.50 pm

Location: Senlin college

00:00 How is everything going, Sue?

00:10 Not bad. Thanks.

00:20 Thanks for your help, may I ask you questions now?

00:30 yes, please.

00:40 This is the first year the college start their systematic Audio-visual English class, right ? Since several weeks has past, do you see any progress they made?

00: 50 I do see they have become better, for example, they became more focused on the English class, once they are concentrated, their ability to understand also seems to improve, for instance, they understand the point of the plot of the movie, they learn words unconsciously, and I was surprised that they can understanding the meaning of the words accordingly from the video and the picture without any stressful teaching....

01:40 How to know they have more vocabulary collection?

02:00 This can be seen in their conversations. This term, they speak more naturally and faster than before.

02:06 Nice, did you see they have the interest in Grade 1 ?

02:16 Not really, this is their first time to have AVM training, it seems helpful for them.

02:46 What do you think the use of AVM?

03:00 Well, **AVM was first used in an systematic course, it is called** *Audio-visual English for Listening and Speaking, here in this course, teachers make use of Audio-visual method, especially movies and slides as the aid for Situational English teaching. As a saying goes, Interest is the best teacher, a method that stimulate the students' interest is of good help, what's more, we can see other progress.*

05:30 What is other progress?

05:33 Another one we can see is that they wouldn't scared of but can follow the speed of the native speaker in English movies, which, in their eyes is the 'fast speed

08:00 Wow, glad to know this! Did you test them or not ?

08:27 Nope, it's not hard for me to know if they can follow the speed of native speakers or not. Did you remember at first in my class, when they watched the movie, they need film subtitling

10:00 I remember and I felt happy when in the class they say "We don't need subtitling any more confidently!"

10:05 Sure thing, I remember it was at the 4th week I hid the subtitling and I didn't hear anyone saying that :"teacher, we didn't see the subtitling"

10:10 That was wonderful! To be honest, as a working adult, I do really enjoy the Audio-visual class!

10: 12 Thanks, and I hope this method can be used by other school teacher, especially the rural area.

10:14 I think so and that is why I am keen on doing this research. And thank you so much for your sharing your ideas with me.

10:16 You are welcome !Also thank you for your supporting and I will do my best to improve my students' listening and speaking skills!

13:15 Marvelous! By the way, did you see any challenge when using this method ?And did you

find some solution to deal with it ?

16:00 Oh my god! Can I say video using is a technical problem in my class? I am always scared to discover that all my teaching files had been damaged by virus when I restore materials in my pen drive. And I sometimes feel challenging to seek out suitable materials that match the level of sophomore.

18: 20 So what is the solution?

18:22 I will always bring a spare USB brick along with me, besides, the school offered help of Audio-visual materials to us and I have confident this can be solved.

19:04 Alright, do you think the advantages and disadvantages, which one in this method contains more?

05:36 I think **advantages, since that is why this method is popular among nations of speaking English as the second language.**

19:16 And the English audio-visual speaking courses are offered now in the college you are working.

20:00 Yes, your are right !.

End of Interview 20:00

Interviewer : LIHEXIAO

Interviewee 2: "Susan", college English teacher

Date: 21/04/2022

Time: 5.00-5.20 pm

Location: Senlin college

00:00 How are you, Alan?

00:10 I'm fine. Thanks.

00:20 Thank you so much for your help, may I start the questions now?

00:30 Oh, oh, it's OK, yes, please.

00:40 This is the first year the college start their systematic Audio-visual English class, right ?Since several weeks has past, do you see any progress they made?

00: 50 Yep，as this is their first time they(Participant1&2&3) get into the systematic Audio-visual English class, first of all, they always feel curious and interested about the contents and activities of the class. And this bring a good result to me that they have improved their listening skills.

01:40 Wow, that sounds interesting !How do you know they have improved their listening skills *?*

02:00 It can be seen obviously that after the training of AVM in my class, they learned new word contextually so that fewer secondary explanations of words are needed from me which made me feel great !

02:06 I am happy to hear that since I am really interested in this method. Are there any other effectiveness you see on this teaching method?

02:16 There is so many. Let me see, I felt delighted that they can catch the point of the international news little by little now.

100

02:46 Ohh,really !So they cannot understand the international news before?

03:00 They can't.You know before each Audio -visual English class,we have 5 minutes BBC news listening training part.

05:30 Yes I remember,and it seems that the attitude of them on this part of the class changes a lot after they making progress on their listening skills.

05:33 Yes yes,at the beginning of the class in this term,my students are all confused while listening to the 5 minutes BBC news and nobody can answer my questions that I put forward.But now,after several months AVM training, many of them can catch the point of the international news by answering my questions correctly!

08:00 Well I do see this phenomenon in your class.

08:27 I agree with you. And also, it was very interesting that they catch to answer the questions I put forward, like, what is the news about and where the news happened, etc., which makes me really happy. I see their progress of listening.

10:00 It was under my observation, I believe that this is a nice method also.

10:05 Thanks I will keep on practice that.

10:10 Nice! By the way, may I know the challenge that you may face with this method in teaching ?

10:16 Often it happens that the video player does not support the file format. As a result, I get into embarrassing situations in front of all my students. And it seems hard to select the appropriate materials, if we don't have enough the data to design our own that suits the classes, we have to rely on the existing resources from the internet. But I am afraid those are namely designed for natives

13:15 Oh, yes. This is the limitation.

17:00 Yes, and with limited location or tools of using this method, students don't really have sufficient chance of the help of this method as well as other method that can be used at any time and anywhere, but for teachers we will try our best to create a good Audio-visual environment for students since it is of help !

20:00 Sure, and my research is again consider to be pivotal!

End of Interview 20:00

Appendix 6. Focus Group Discussion Transcript

Interviewer: LIHEXIAO

Participants**: 6 college students of the second year**

Date: 21/04/2022

Time: 3.00-4.00 pm

Location: Senlin college

00:00 Guys, thanks so much for your joining to the discussion. We will start right now.

First I would like to ask you one question, is this the first time you have the Audio-visual Listening and speaking English course?

00:30(All Participants): Yes

01:00 What is the different compared to the English class you had before?

01:15

(Participant 1) I never learn a text by watching the video

(Participant 2)This was the first time I found that I could learn a text from a video, and I found it very interesting

01:36 So you learned the text only from your English book before?

02:00

(Participant 1) Yes

(Participant 3) Yes, and it is dull sometimes without a really context.

(Participant 4) I think so too, I think the character or the pictures in the video were vivid that impressed me a lot.

02:20 Fantastic, so do you think the class help you a lot to improve your English listening skills?

02:50

(Participant 3) I think it helps a lot. Since the new words always impede me to understand the meaning of native English speakers' words and now I understand the new words according to the context of the learning video and I think it is more interesting than I learn new words from the text

(Participant 5) As for me...I don't think it was hard to concentrate on the listening text though it sounds fast since the class attracted me by getting lots of cultural information of British.(Participant 4)...After I study I can little by little adjust to the talking speed, which in my eyes was the very fast speed previously, of English people, and I realized that it was a normal talking speed which gave me curiosity challenge to follow anytime...

14:05:So glad to hear your progress, may I know more about your Audio-visual Listening and speaking English class? Is it pure English class ?

14:20(All):Yes

(Participant 1): It's not bilingual, we only speak and listen to English in our class.

(Participant 2): We use English only.

14:38:OK, as for pure English class, do you think it was challenging in that class before?

17:00: (Participant 3) I used to understand no even one words in this class.

(Participant 5) unbelievable, I think I am better since I can understand the whole meaning of what our teacher said. After the training in the class, you know it was a misery for me to distinguish the the difference in the pronunciation of their tongues, really interesting.

(Participant 6) When it came to some detail, we need specific explanation.

20:00 Would you please share if you have any experience that you find some unfamiliar words in your class, how do you overcome the difficulties?

21:30 (Participant 4) I used to be afraid of unfamiliar words since they sometimes impede me to understand the meaning of the teacher, but in the Audio-visual class, we usually train to understand

what a person mean in English contextually, what's more by the pose maybe, and our teacher will explain to us if we don't really understand something.

(Participant 6)...I am glad that I don't need translations from the teacher to know lots of foreign stories in the pure English class....We need teacher's explanations if it was difficult for us to understand something, usually some of us will ask the teacher the second time about that, but now it seems better because we are in the circumstances of pure English class for several weeks, we seldom need the second time of explanations for words.

(Participant 1) When I join the discussion and presentation part, I won't feel nervous because I can use the point from other countries culture that I had never learned from the English documentaries or reports

32:00:Do you feel confident for the English now ?

32:30: (Participant 2) I have more confidence than ever before, because in the Audio-visual English class, **I can answer the teacher's question according to my understanding to the listening text...And I enjoy this class because I think I can see the different opinion between people from British and I.**

(Participant 3) I couldn't adjust to the pure English class before, but now I feel fine and I even look forward to have the class because I can share more of my idea in nature English with my class since my listening and speaking skills are improved with training of Audio-visual, for me, good listening and speaking skills helps me catch more interesting learning details and boost me to be more confident in our class!

45:00: I am glad to hear of your sharing with me, I hope all of you will make good progress in English learning! Did you see any challenge or discontent in the Audio-visual class ?

46:30 (Participant 4) **I**t is a misery for me to clarify their pronunciation, because of the quality of the voice? As a result, if there is any follow-up activity, I can not join it.

(Participant 5) I sometimes feel hard to express my ideas when I don't have the exact idea of the sentence structure, in fact I need sufficient analysis of the structure instead of just mimic what the English speaker said.

59:30: Thank you for giving me such a nice chance to know more about the perception of the Audio-visual class...

60:00 (All Participants) Welcome!

Appendix 7. Observation Table

Theme
Time
Place
Aids/tools:
Learning

topic			
Subthemes	**objective**	Observation to the teacher	Observation to the students