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THE IMPACT OF USING AUDIO-VISUAL AIDS ON TEACHING LISTENING AMONG IRANIAN PRE-INTERMEDIATE EFL LEARNERS

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Abstract
This paper explored the impacts of audio-visual aids among Iranian pre-intermediate EFL learners on teaching listening. The investigator chosen 40 homogeneous pre-intermediate learners to accomplish the study's goals and split them into two equal groups. The experimental groups (n=20) and a control group (n=20) were the two groups. Then an understanding of listening pre-test was administered at the start of the course to evaluate the listening comprehension of the respondents. The investigator performed the therapy on the experimental individuals after the pre-test. The EG was instructed using genuine video during the therapy sessions, while the CG used Compact Disc (CD) audio as the most common teaching aid used by ESL educators in learning. The investigator administered a post-test after the therapy that lasted 15 sessions to determine the impact of audio-visual aids on teaching listening. T-tests of Independent and Paired Samples were conducted to evaluate them when the information was obtained. The findings showed that the learners of the EG instructed using genuine video obtained greater listening outcomes than those taught by an audio compact disk (CD). The study's consequences indicate that using audio-visual aids can help EFL students grow their understanding of listening.

Keywords: audio-visual aids, authentic video, teaching listening

Introduction
Despite the reality that it is perceived essential to listen to second or foreign language (Nasri, Namaziandost, & Akbari, 2019; Wolvin & Coakley, 1996), there is a lack of understanding on the most proficient method to create listening ability among students and instructors (Graham, 2006; Namaziandost & Nasri, 2019). Listening has additionally gotten less research consideration than different abilities (Vandergrift, 1997). Thinking about this issue, this field appears to require a lot of increasingly exploratory investigations which may give us instructive standards about method of learning and listening-related study. Listening in correspondence implies an urgent task. It is recognized that hearing takes up 40-half of the complete moment spent on conveying; speaking, 25-30%; perusing, 11-16%; and composing, about 9% (Mendelsohn, 1994). Despite the reality that education of listening perception has been ignored in one manner or another for quite some time and has shown inadequately part of English in countless EFL programs (Namaziandost,

Rahimi Esfahani, & Ahmadi, 2019), listening is currently considered as a much significant aptitude in EFL classes and furthermore in SLA look into. Listening is a working method of comprehension and constructing meaning from both verbal and non-verbal texts (Nunan, 1998). Therefore, it ought not be named as an inactive expertise.

This presumption could be developed in such a manner that learners externally seem to demonstrate a language laboratory discreetly, hear some pre-recorded exchanges, and compose the responses to certain inquiries identified with the oral improvement (Namaziandost & Nasri, 2019). It is obvious, at that point, that listening isn't as detached as it has been professed to be as it requests various muddled procedures with respect to the students. In typical listening research facility classes, understudies hear some out instructive listening tapes received for their level (Namaziandost & Ahmadi, 2019). In spite of the fact that these materials are profitable, it is by all accounts a hole between what students listening to in the lab and what they truly listening ordinary discussions, in actuality. There must be an answer for extension this gap.

This exploration was begun on the grounds that the essayist was worried about the poor consequences of instructing tuning in to English to pre-halfway understudies. One of the fundamental capabilities in the Curriculum that understudies need to learn is to have the option to comprehend spoken and composed writings communicating expectations and petitions, proposals, offers, sentiments/musings and their reactions. These understudies are relied upon to have the option to impart their emotions in relational discussions precisely and smoothly. They additionally must almost certainly react to other individuals' sentiments and articulations properly. The following essential competency for these understudies is to have the option to develop spoken and composed writings for communicating expectations and supplications, recommendations, offers, feelings, considerations and their reactions. These understudies are additionally required to have the option to react suitably to the implications inside the past spoken and composed writings, precisely and fluidly (Namaziandost, Rahimi Esfahani, Nasri, & Mirshekaran, 2018).

For the most part, understudies cannot efficiently accomplish these vital skills. For ESL students where their introduction to English is restricted, listening standards are particularly difficult. In order to adapt to these problems, educators need to appropriately arrange their listening exercises before the class. They have to painstakingly plan their showing methodologies so as to effectively move the listening materials and aptitudes to their ESL listening understudies (Keshmirshekan, Namaziandost, & Pournorouz, 2019; Nasri, Biria, & Karimi, 2018).

This examination intends to upgrade the utilization of real recordings to attempt to beat a portion of the listening troubles experienced by the understudies. In view of a meeting with the English educator at Iranian private establishments, it was discovered that they had attempted a few strategies to manage this issue. For instance, they had effectively attempted an immediate strategy to upgrade the understudies' listening abilities. In any case, it appeared that that strategy did not altogether help build up the understudies' listening capacities. The informative

methodology and the task-based methodology had likewise been attempted in the study hall by empowering distinctive listening rehearses as far as short and long discussions with the understudies. Despite the fact that these methodologies had improved the understudies' talking capacities, it appeared that the understudies still experienced issues in understanding the discussions or chronicles if the data was not well-known to them (Abedi, Keshmirshekan, & Namaziandost, 2019; Nasri & Biria, 2017). Subsequently, this prompted a data hole between the accounts and the understudies. So as to upgrade the understudies' listening abilities, the creator chose to focus on the utilization of credible recordings as broad media helps to enable the understudies to figure out how to listening and comprehend communicated in English better.

The use of audio-visual aids has risen significantly in language education these days. Ahmad (2013) refers to some learning resources that can be regarded as wide media helps viz: television programs, video films, movies, synchronized sound slide projectors, PCs and PC instructions helped. Asokhia (2009) has formed a compound word from sound and visual that is the term different media. Sound materials allude to those that can be heard and recorded in documents, tapes or CDs of computerized sound. For an ESL study classroom, every recorded exchange, speech, or hearing English can be sound material. Visuals are materials that can be seen as images at that stage, blurbs, illustrations, recordings, diagrams, streak cards and obviously films.

This investigation stressed the utilization of video as a broad media help for improving understudies' listening abilities particularly the utilization of bona fide recordings. This medium was chosen to improve the understudies' commonality with typical paces of communicating in English by local speakers. Nunan (1999) points out that students ought to be bolstered as rich an eating routine of real information as could reasonably be expected. He states that on the off chance that they just ever experience thought up discoursed and listening writings, their learning errands will be made progressively troublesome, in actuality. Thusly, it is significant for students to listeningto and to peruse valid materials, without a doubt whatever number of various types as would be prudent. All the more significantly, this examination was not exclusively done to research the proficiency of utilizing bona fide recordings for showing tuning in, yet in addition to see the understudies' accomplishments for every angle or sub-ability of tuning in subsequent to being educated by utilizing real recordings.

This study aimed to answer the following question: Is there any significant difference in listening achievements among students taught listening using authentic videos and those who are taught using audio-compact discs (CDs)?

Literature Review

Listening

Listening has been described by various experts. Chastain (1971) portrayed tuning in as the ability to fathom neighborhood talk at conventional speed. Morley (1972) said hearing includes sound-related isolation, structure of the auditory language, selecting fundamental data, recalling it, and associating it with the methodology between sound and hugeness. Listening to modifications in meaning

from sound detachment to aural recognition, according to Postovsky (1975). Goss (1982) depicted listening as a way of understanding what is heard and coping with it in lexical components that can be attributed to centrality. Bowen, Madsen, and Hilferty (1985) showed knowledge of the oral language is listening. Understudies hear oral speech, define distinct sounds into lexical and syntactic units, and understand the message. Listening is a way of tolerating what the speaker says, creating and displaying meaning, organizing and responding centrality with the speaker, and creating criticality through intrigue, imagination, and compassion. As Purdy (1997) has shown, listening is the route to tolerate, make meaning out of, and offer clarification as nonverbal messages to be spoken. Rost (2002) defined listening as an amazing clarification methodology where group of people enhance what they hear with what they know for sure. Listening makes us know our particular environment, as illustrated by Rost (2009), and is one of the fundamental components of creating convincing correspondence.

There are two unmistakable procedures or techniques associated with tuning in; the procedure top-down and the procedure base-up. Benet (2012) composed a mix or double procedure for listening. The two processes are going on all the while and are interrelated in this way. Members of the audience use' base up' handling when using etymological teaching to understand a message's meaning. They produce meaning from lower-level sounds to phrases to syntactic links to lexical consequences in order to reach the last message (Hashemifardnia, Namaziandost, & Sepehri, 2018). Base up preparing enables understudies to perceive lexical and articulation highlights to comprehend the content. Because of their instant focus on language constructions at word and phrase levels, base-up operations are particularly helpful for lower-level understudies that need to expand their collection of languages. Morley (1991, Celce-Murcia, 1991) said that when studying turned out to be increasingly mindful of etymological highlights of the information, at that point the speed and precision of seeing and preparing aural information will increment. In order to generate basic handling, it is possible to approach understudies in order to acknowledge individual sounds, word boundaries and focus on syllables gatherings, listening for inflection designs in articulations, distinguish linguistic structures and capacities, perceive constrictions and associated discourse and perceive connecting words (Azadi, Biria, & Nasri, 2018).

1. Listening for the Main Idea

Understanding the basic idea in a voiced listening entry is a substantial listening capacity along these lines, which is a substantial perusing capacity to understand the concept of thinking in a composed chapter. The basic thought is the real purpose of an announcement or section (Morley, 1991, in Celce-Murcia, 1991), it is the general expansive idea of the significant number of words communicated. It's the gigantic idea, with no littler subtleties or additional inconsistent information. The passage theme phrases contain basic ideas that are expressed frequently first. It is extremely normal for the listening segment in the National Final Examination (Ujian Akhir Nasional) to have general thought investigations in the hearing material. Such inquiries can be formulated in a variety of ways, for example, in order to distinguish the theme, the subject, the essential thought, or the principle thought, the understudies can be approached. These investigations are really the key

point that the speaker is trying to cross-examine in what he says in the account. (Hosseini, Nasri, & Afghari, 2017; Namaziandost, Sabzevari, & Hashemifardnia, 2018).

2. Listening for General Understanding (Listening for Gist)

Listening to such' general' understanding methods does not end with each phrase and does not look at all that the presenter consolidates into the substance (Brown, 2006). By requesting understudies to verify the record energetically before jumping into it for detail, teachers assist them gain a particular knowledge of what it is about. This will assist them when they listen to ongoing data (Namaziandost, Nasri, & Rahimi Esfahani, 2019). Noteworthiness examining and tuning in is undoubtedly not an indifferent choice to get the "substance" of something. The reader or group of viewers chose not to cope with everything first, but to use their getting ready powers to get the hugeness of what is being said, for example to a more prominent degree a top-down perspective.

3. Listening for Specific Information

This sub-ability is linked when listening to something by the understudies as they need to discover a particular snippet of information. They understand in advance what kind of thing they want to explore so they can ignore other information not intriguing them. Model, adjust to a climate projection to get some climate-related responses in your nation piece. Instead of settling for meaning, understudies usually go to expressed content when specific subtleties are needed (Brown, 2006; Namaziandost, Abedi, & Nasri, 2019). They may listen to the news, perhaps concentrating when they come up with the particular thing that interests them. Because of comprehension, they can quickly look through a film audit to find the chief's or star's name. In both times, the understudies virtually ignore the different information until they start catching wind from the specific thing they are tuning in for.

The Use of Authentic Materials

Many analysts have maintained the use of bona fide materials in the study hall. One of the main experts to suggest this idea was Krashen in 1982 who brought up the bona fide learning encounters that offer students an opportunity to secure the objective language. In addition, Clarke (1989) stated that the language of this current truth is the thing that should be submitted to learners in view of the fact that the language is strong towards the student and represents real goals and conditions. As they represent how the language is used in bona fide correspondence, real materials should be displayed to the language learners along these lines. The use of lawful products can also upgrade the nature of the understudies with language kinds and their use in interchanges. Experts in the use of bona fide materials attest that in the earliest stages of language teaching learners should be introduced to real materials (Miller, 2005; Namaziandost & Shafiee, 2018). They claimed that early presentation of authentic texts would help understudies to later produce useful processes for increasingly complicated undertakings. Also, Herron and Seay (1991) composed that using valid materials makes it prepared to find real language teaching materials for undergraduate studies. The findings of the inquiries described above have shown that from many points of perspective lawful materials can be

useful. Such materials familiarize themselves with how language is actually used and enhance their overall language skills as well as enhancing perusal and listening skills, open skills and lexical and complicated data (Namaziandost, Rahimi Esfahani, & Hashemifardnia, 2018).

1. The Use of Video as an Audio-Visual Aid

An assortment of audio-visual (AV) helps are presently being utilized for creating listening capacity. A few examinations have taken a gander at the viability of AV for training tuning in as this paper plans to do. As referenced before, there are numerous preferences of utilizing recordings as indicated by different specialists. Moreover, a few specialists have utilized DVD motion pictures as inspiration for showing getting the hang of listening e. g. Lord (2002). He examined the utilization of DVD highlight films in the EFL homeroom to rouse understudies to figure out how to listeningto English. He analyzed and evaluated the utilization of subtitled versus non-inscribed movies with various student levels. what's more, created choice criteria for picking suitable movies. He utilized DVD highlight films since DVD offered an assortment of uncommon highlights, including intelligent menus, dramatic trailers, off camera discourse, everyday language and captions and prompt scene get to. Research has demonstrated that DVD highlight movies give agreeable language learning chances to understudies. The instructor ought to pick suitable length films, either complete ones or fragments, which are deliberate and custom-made to understudies' adapting needs and capability levels. Both inscribed and non-subtitled movies advantage understudies in different ways. An instructor can go for various parts of language, by utilizing the two kinds of motion pictures on the other hand. English-inscribed movies are a rich wellspring of instructional material that give genuine models and fantastic substance in oral correspondence (Mirshekaran, Namaziandost, & Nazari, 2018).

Kretsai (2014) examines the effect of using video materials to teach college understudies listening skills. The motivations behind this examination were: (1) promoting the listening skills of university understudies focusing English with the use of video materials, and (2) assessing the demeanors of understudies towards the use of video materials to show listening skills. At Thanks in University, Thailand, the participants of this inquiry were 41 first-year English true understudies in the second semester of the academic year 2012. They were selected by uneven fundamental examination. The examination was conducted over 20 periods of instruction. In this examination, the one-bunch pretest-posttest setup was performed. The outcomes demonstrated the understudies' English listening cognizance capacity expanded essentially subsequent to learning with recordings and understudies had uplifting frames of mind towards utilizing recordings in showing listening aptitudes.

Fachmi (2014) explores adequacy of utilizing elucidating recordings in getting the hang of tuning in. This exploration is planned to decide effect of utilizing unmistakable video in picking up tuning in to discover understudies' capacity in getting the hang of tuning in from the start year of SMK Islamiyah Ciputat. The technique utilized in this exploration is the semi try different things with pretest posttest control gathering structure. In light of the discoveries of this examination,

it very well may be closed the utilization of enlightening recordings to pick up listening significantly affects understudies' listening capacity.

Method

Participants

This investigation included 40 learners who were looked over classes at an English language foundation. They took a situation test and their capability was resolved as pre-middle of the road level through Oxford Quick Placement Test (OQPT). These learners were male, running in age from 14 to 19. At that point they were separated into two equivalent gatherings. The students were arbitrarily separated into two groups of 20, one experimental and one control group.

Instrumentation

The main instrument which was used in the present investigation to homogenize the members was a capability test. This test was OQPT which was replied by every one of the members in the present examination. This instrument was utilized to accumulate data on the students' capability. The subsequent instrument was a listening pre-test. To acknowledge ebb and flow members' listening appreciation level, an analyst made pre-test was structured dependent on the understudies' materials. It was a listening perception trial of 40 target things including filling the spaces, genuine or false things, and numerous decision things. After the treatment, an adjusted adaptation of the pre-test was utilized for the post-test as the third instrument of the present examination and it was given to the members to evaluate their listening appreciation after the treatment time frame and to quantify the effects of intuitive input on their listening cognizance expertise. Validities of the pre-test and post-test were affirmed by two English specialists. They were steered among 10 pre-middle of the road EFL students and their reliabilities records were determined through KR-21 equation and they were 0.89 (pre-test) and 0.91 (post-test).

Procedure

The investigator administered the Oxford Placement Test to recognize the amount of homogeneity of the participants in order to obtain appropriate information from the respondents. Then the pre-test of listening comprehension was given to evaluate the listening comprehension of the respondents at the start of the course. After the pre-test, the researcher practiced the treatment on the both groups. The treatment took 15 listening sessions, each one hour. All groups had the same materials and time of instruction. The EG was taught by using authentic videos as an audio-visual aid and the CG, by contrast, was taught using the audio recording usually used by the teacher for teaching listening. In spite of the different methods, both groups had similar materials provided by the researcher. Finally, a post-test of listening comprehension was employed after ten-session treatment to gather data. After collecting the data, they were analyzed through SPSS software, version 25.

Data Analysis Procedures

For addressing the exploration questions, subsequent to get-together the required information the specialist dissected the information with the assistance of SPSS (Statistical Package for Social Science) programming variant 25. At long last, Independent and Paired Samples t-tests were raced to discover the viability of broad

media helps on showing tuning in and furthermore to contrast the presentation of control group with experimental group.

Findings and Discussion

This segment breaks down the information gathered dependent on the information accumulation technique of area three. Free Samples T-test and Paired Samples T-test were utilized to examine the information; the outcomes are accounted for in the accompanying tables.

Table 1. Descriptive Statistics (Pre-test)

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Pretest	EG	20	13.5500	.80948	.18101
	CG	20	13.2250	2.02273	.45230

Table 1 shows the descriptive statistics in the pre-test for both experimental and control groups. As the findings show, both organizations in the pre-test conducted nearly equally.

Table 2. Independent Samples t-Test (Pre-test)

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Pretest	Equal variances assumed	.836	.366	.667	38	.509
	Equal variances not assumed			.667	24.934	.511

Based on Table 2, the meaning value (.667) is greater than 0.05, so there is no important distinction between the experimental pre-test and control groups ($p<0.05$). In the pre-test, both children had nearly the same listening ratings.

Table 3. Descriptive Statistics (Post-test)

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Posttest	EG	20	18.6750	.71221	.15925
	CG	20	15.5750	1.01664	.22733

Table 3 reports the control and trial experimental' scores in the post-test; as it is demonstrated obviously over, the mean of test bunch in the post-test is 18.6750and the mean of control gathering is 15.5750. It very well may be presumed that the real recordings as a various media help positively affected the test members' listening.

Table 4. Independent Samples t-Test (Post-test)

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Posttest	Equal variances assumed	3.411	.073	11.169	38	.000
	Equal variances not assumed			11.169	34.029	.000

Since the Sig. (.000) is not exactly the 0.05, the distinction between the post-trial of trial and control gatherings is critical at ($p<0.05$). As per the aftereffects of the Independent Samples t-test, the EG understudies who were encouraged utilizing genuine recordings performed essentially superior to the CG understudies who were shown utilizing sound materials as it were.

Table 5. Paired Samples t-Test (Pre vs. Post-test)

		Mean	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Pair 1	EG. Post – EG. Pre	5.12500	1.28631	.28763	17.818	19	.000
Pair 2	CG. Post – CG. Pre	2.35000	2.49262	.55737	4.216	19	.000

Since the Sig. is littler than the 0.05, the distinction between the pre and the post-trial of the control gathering is critical at ($p<0.05$). The subsequent t-test demonstrates that the Sig. is not exactly the 0.05, the distinction between the pre and the post-trial of the exploratory gathering is huge ($p<0.05$). In this way, there was considerably more improvement in the EG contrasted with the CG. The EG, showed utilizing bona fide video, got a substantially more critical improvement than the CG, instructed utilizing sound reduced circles (CD), the typical listening help utilized by the educator for instructing listening.

Conclusion

The post-test findings and the EG's independent t-test were greater at a very fundamental point than the CG's, suggesting that the use of real video affected the listening skills of the understudies vehemently. From the EG's data review of the pre-test and posttest, it will generally be seen that tuning in for unambiguous information was the most updated listening sub-mastery after using credible video as a broad media help. Disregarding the way that the other listening sub aptitudes, tuning in for

the central considerations, tuning in for the substance, and tuning in for point by point information similarly extended, tuning in for unequivocal information improved more by and large than the other listening sub-capacities. Using authentic video in the language study lobby can be extremely going after for the learners, yet it was in like manner even more captivating all the while. This could be a direct result of the way that using true blue video may bring life into the substance and the point for them that engaged them to make huge relationship on the planet past the examination corridor. As indicated by the examination of the discoveries and the exchanges, utilizing valid video as a broad media help was an effective strategy for improving educating of tuning in. In any case, a few confinements may emerge when applying this guide. The author recommends further examinations be finished utilizing an assortment of credible recordings so as to get more data about their viability for instructing picking up tuning in just as for the other English abilities so as to improve our insight about the utilization of bona fide video.

The aftereffects of this examination likewise feature the significance of enhancing reading material and their going with materials with increasingly valuable assets. Homeroom instructors need to understand the impediments of the course readings they use in their classes and try endeavors to make up for their inadequacies. Study hall educators could overhaul their insight about language instructing and open themselves to the most present educational improvements and new instructing materials. Instructors could be urged to supplement their course books with extra materials that they think about valuable to their understudies. Broad media helps can urge students to effectively partake in class as it was appeared in the various media gathering and can build their inspiration toward homeroom exercises.

In the light of these discoveries, language educators, particularly in EFL settings, can fuse true video-taped materials into their language training forms, pursue its standards in the L2 homeroom, furnish L2 students with rich conceivable info, connect with them in intelligent exercises or beneficial language use, for example, instructor understudy talks, little gathering discourses, pretends, semi-organized meetings, and commonsense evaluation errands, award them realistic remark or data on the information highlights, raise students‟ mindfulness towards pragmalinguistic and sociopragmatic parts of logical skill, and help them make huge gains in sober minded capacity in the FL study hall.

In the use of video, instructors should be well prepared and how best to abuse their inalienable interest points in a teaching domain. In addition, video substance assurance should be suitable to the level of English ability of understudies. To stimulate them to know, the substance's purposes should be linked to their interests and their experience information. Certified video material should be selected intentionally to guarantee that the amount of inconvenience is adequate and that the substance is critical to the study. It is not advisable to use accounts with difficult language or ungrammatical or missing structures. This fuses chronicles in which the verbally transmitted language may contain multiple irksome or unneeded phrases and explanations of interest in English, or the beat, tone and phonological structures have distinct characteristics from the first language of the understudies that might contribute to misinterpretation or make it difficult for non-nearby crowds to appreciate the substance. As such, understudies probably will not isolate the

decreased or split language types whilst seeing the chronicles in all probability. Also, Lynch (1998) further clarified that when the talking rate is excessively quick, audience members won't have sufficient opportunity to process the total messages. This implies they will concentrate more on lexical or syntactic preparing than the importance of the content. In this way, they would not get every one of the messages passed on. Further research could look to depict carefully what educators ought to definitely do with these recordings in their own homerooms. It is likewise prescribed different examinations be led to research how understudies be prepared to utilize such visual materials in their language learning. In addition, educators ought to urge their understudies to utilize true recordings in their learning inside and outside the class, exuding from the benefit these materials are exceptionally gainful in encouraging dominance of English. Educators additionally need to improve their capacity in processing recordings' substance in instructing English to change the manner in which a given thing is exhibited. This differing exertion will at last feature usefulness and attainability of genuine recordings, in an offer to utilize them viably in course books, considering how to incorporate such assets and to use them to reinforce students' oral execution. This will probably conduce to authorizing new schedules depending vigorously on legitimate materials, in an undertaking to build up the EFL students' prosodic fitness.

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