

**RESEARCH PAPER****Enhancing Vocabulary Acquisition in EFL Classes: The Effectiveness of Audio-Visual Aids****<sup>1</sup>Dr. Toqeer Ahmed\* <sup>2</sup> Dr. Sehrish Shafi and <sup>3</sup>Hifsa Mahmood**

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**Corresponding Author** Toqeer.eng@must.edu.pk**ABSTRACT**

This research article investigates the effectiveness of audio-visual aids in enhancing vocabulary acquisition among secondary EFL (English as a Foreign Language) students. The study explores the impact of these aids on students' vocabulary learning compared to traditional teaching methods, aiming to determine whether multimedia resources can offer superior retention and engagement. The research includes a theoretical examination of vocabulary teaching strategies and a practical application of audio-visual aids in classroom settings. The methodology involves structured lesson plans, along with pre-test and post-test assessments to measure vocabulary retention. The study reveals that audio-visual aids significantly improve students' vocabulary retention and engagement compared to conventional methods, supporting the integration of multimedia resources in EFL teaching for more dynamic and effective vocabulary instruction. This article provides insights and practical suggestions for EFL teachers to optimize their teaching practices using audio-visual tools, offering both theoretical and practical benefits for educators seeking to enhance their teaching strategies.

**Keywords:** Audio-Visual Aids, Educational Technology, EFL (English as a Foreign Language), Teaching Strategies, Vocabulary Development**Introduction**

Vocabulary acquisition is a fundamental aspect of language learning, crucial for meaningful and active communication. Despite its importance, traditional vocabulary teaching methods often fail to engage students, leading to poor retention and application. In the context of today's globalized world, effective vocabulary instruction is essential, particularly in teaching English as a Foreign Language (EFL).

This research explores the use of audio-visual (A.V.) aids in enhancing vocabulary learning among intermediate-level students in private schools and colleges of Mirpur City. Previous studies (Russell, 1961; Ghadessy, 1998) have highlighted the pivotal role of vocabulary in language acquisition, yet conventional teaching methods remain predominant, resulting in student disengagement and suboptimal outcomes. The integration of A.V. aids presents a promising solution, potentially transforming vocabulary instruction by creating an engaging and interactive learning environment. This article is structured into two main parts: a theoretical framework and a practical application. The theoretical part discusses the nature of vocabulary, various teaching techniques, and the role of A.V. aids in EFL classes. The practical part provides concrete examples of A.V. aids in use, supported by an analysis of their effectiveness. The aim of this study is to investigate the effectiveness of A.V. aids in vocabulary teaching, focusing on how these tools can be

employed in lessons and their impact on students' retention and application of new vocabulary.

### **Literature Review**

This chapter deals with the literature cited for this study and describes the studies that have already been done in this field. The use of audio-visual aids in language teaching has become a common trend among ELT practitioners, yet there is not sufficient study on this issue, particularly in the Bangladeshi context.

Mathew and Alidmat (2013) conducted a study on the usefulness of audio-visual aids in the Saudi Arabian context, exploring how these aids assist language teachers in EFL classrooms at the undergraduate level. They found that using audio-visual aids in language teaching is beneficial for both teachers and students, making classes more interesting and effective. Similarly, Ozaslan and Maden (2013) found that students learn better when materials are presented through visual tools like PowerPoint slides, which make the content more appealing and draw students' attention. However, some critics argue that PowerPoint slides can hinder interaction between presenters and audiences, as noted by Norvig (2003) and supported by Craig and Amernic (2006). Despite these concerns, Corbeil (2007) found that students appreciate PowerPoint presentations for their brightness, liveliness, clarity, and interactivity.

The use of PowerPoint slides has become popular in modern teaching systems across various disciplines. Mutar (2009) noted that the availability of multimedia projectors and computers has made it easier for teachers to use PowerPoint slides in their lectures, making presentations more dynamic and organized. Subathra (2012) emphasized that PowerPoint presentations help teachers present teaching materials visually and include examples with colorful images or videos, making classes more engaging for students.

The rapid growth of video use in English classes has been driven by the emphasis on communicative techniques. Hemei (1997) highlighted that video is a rich and valuable resource liked by both students and teachers because it makes classes interesting, challenging, and stimulating. Video presentations show how people behave in the culture of the language being learned, providing a range of communicative situations. Videos also promote comprehension by illustrating relationships visually, making meaning clearer in a way that words alone cannot. Arthur (1999) claimed that videos provide realistic models for role-play, increase cultural awareness, and help students understand appropriateness in different contexts.

Vocabulary is crucial for language learning, and Harmer (1991) compared vocabulary to the vital organs and flesh of a language. Vocabulary knowledge involves not only knowing definitions but also understanding how words fit into the world, as Steven Stahl (2005) noted. The National Reading Panel of the National Institute of Child Health and Human Development (NICHD, 2000) identified vocabulary instruction as essential for improving reading performance. Joshi (2006) and Kame'enui and Baumann (2012) supported the idea that vocabulary instruction enhances students' reading comprehension, writing quality, listening vocabulary, and speaking vocabulary. Farstrup and Samuels (2008) and O'Conner (2007) emphasized the importance of explicit vocabulary instruction, repeated exposures to new words, and opportunities for students to use words in activities such as discussion and writing.

Vocabulary development is a continuous process that is critical for academic success. Teaching vocabulary involves providing explicit instruction on important words from texts and teaching students strategies to learn word meanings independently. Kamil (2008) and Loftus and Coyne (2013) stressed the importance of vocabulary development for reading comprehension and conceptual knowledge. Anderson and Freebody (1985)

noted that vocabulary knowledge is linked to reading comprehension and understanding complex texts. Beck (2002) and Stahl and Nagy (2006) emphasized the need for teaching disciplinary vocabulary in context, which is essential for understanding academic content.

Effective vocabulary instruction should include multiple exposures to words, contextual information, and strategies for independent word learning. Graves (2006) proposed a four-part approach to developing robust vocabularies: providing rich and varied language experiences, teaching individual words, teaching word-learning strategies, and fostering word consciousness. Building word consciousness involves creating a word-rich environment, promoting adept diction, and engaging students in word play and writing. The National Reading Panel (NICHD, 2000) highlighted the importance of measuring students' growth in vocabulary and comprehension as part of effective reading programs.

Recent studies further substantiate the efficacy of audio-visual aids in enhancing language learning. Zahedi and Abdi (2020) found that multimedia tools significantly improve vocabulary acquisition and retention among EFL learners by providing contextual and engaging learning experiences. Amiri and Saberi (2019) highlighted the positive impact of digital storytelling on vocabulary development, noting that it fosters a deeper connection to the material. Rahimi and Yadollahi (2021) demonstrated that augmented reality applications in vocabulary instruction increase student motivation and engagement, leading to better learning outcomes. Karami and Dowlatabadi (2022) explored the role of interactive videos in vocabulary teaching, revealing that such tools promote active learning and facilitate better comprehension. Lastly, Lee and Kim (2023) examined the effectiveness of gamified learning environments, concluding that incorporating game elements into vocabulary teaching significantly enhances student participation and learning efficiency.

## **Material and Methods**

The Research Methodology section presents the methods and procedures followed to pinpoint the effect of audiovisual (AV) aids in developing the speaking skills of the subjects. The section includes a description of the research subjects and research instruments, the reliability and validity of instruments, the treatment employed, and concludes with a description of the statistical measures used to analyze the data of the study.

For this study, a private college was deliberately chosen from Mirpur city. The population consisted of boys and girls who studied together in the same classes. A representative sample was selected from the population by convenience sampling, which consisted of 13 boys and 17 girls. The EFL teachers in this particular school were qualified, and the researcher had easy access to the institution.

The researcher used several instruments to achieve the purpose of the study. A speaking test was designed and developed, which included 10 vocabulary questions. The purpose of the test was to assess the participants' vocabulary knowledge before and after the implementation of the treatment. The participants were pre-tested and post-tested and were then evaluated after each session according to an evaluation scheme presented by the researcher. The (0-1) evaluation scale was used, where participants who marked the correct answer were allocated 1 mark, and those who marked the incorrect answer were allocated 0 marks.

The participants were randomly divided into two groups, namely the control group and the experimental group. One group received audiovisual aids for teaching vocabulary, while the other group was taught through the traditional method. Both classes were taught by the researcher. All the unknown words were taught in 12 sessions, each lasting 30 minutes, with two sessions per week. All classes were held at the same time on different days of the week. Before starting the instruction, the researcher administered the

vocabulary test (as a pre-test) to the participants in both groups. They had to translate all 50 words into Urdu.

In one group, the words were presented to the students and were taught by the traditional teaching method. The students were asked to repeat the words and provide the Urdu equivalent for each presented word. In the second group, an overhead projector was used for teaching vocabulary. In this case, each slide consisted of colorful animated AV aids for showing the meaning of the word and the written form and clear pronunciation of the word. Like the first group, the students of the second group were also asked to repeat the words and provide the Urdu equivalent for each presented word. After the instruction was completed, a post-test was administered to the participants in both groups.

The test was presented to experts who checked all the items in light of the context in which it was used. They ensured that all the items were appropriate to gather the required information. A test-retest technique was used to ensure the reliability of the research instruments. Due to time constraints, only 10 students were retested. The correlation coefficient of the test was calculated using Pearson's Correlation Coefficient.

Once the data were collected, it was all tabulated by the researcher. All the students were allocated marks based on their performance. The statistical software SPSS was used to examine the differences in the mean score and standard deviation of both groups. A paired T-test was run to check the difference between the scores of both groups. In this study, the dependent variable was vocabulary comprehension, and the independent variable was the teaching technique used by the researcher.

## Results and Discussion

This section deals with the analysis of the data collected through pre-tests and post-tests. A pre-test tool was constructed to test the hypothesis and pinpoint the effects of audio-visual aids in teaching vocabulary. The same tool was re-used for the post-test.

### Teaching Activities

Activities in which audio-visual aids were used were constructed and implemented in the classroom with the aim of helping learners improve their English vocabulary. Various sources such as standard and local games, simple card games, and audio cassettes provided inspiration for these activities. The activities included guided, controlled, and free tasks.

### Analysis of Pre-Test

The students were divided into two groups: the control group and the experimental group, with 15 participants in each group. A pre-test was administered to both groups to assess their vocabulary knowledge before any treatment was applied. The pre-test comprised five questions: questions 1, 2, and 3 each had 10 items with 1 mark per item, while questions 4 and 5 each had 5 items with 2 marks per item, making a total of 50 marks.

### Pre-Test Results

<b>No. of Participants</b>	<b>Experimental Group</b>	<b>Control Group</b>
1	15	14
2	17	17
3	14	13
4	13	12
5	12	11
6	18	6

7	9	17
8	11	19
9	14	15
10	16	14
11	19	13
12	15	16
13	13	14
14	17	18
15	14	15

**Table 1:** Total obtained marks of the control and experimental groups. There is no significant difference in the results of both groups.

### Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
EG Pre-Test	14.4667	15	2.69568	0.69602
CG Pre-Test	14.2667	15	3.19523	0.82501

**Table 2:** Descriptive statistics of pre-test results showing that both groups were at the same level before the treatment.

### Paired Samples Test

	t	Df	Sig. (2-tailed)
EG Pre-Test - CG Pre-Test	0.162	14	0.874

**Table 3:** The p-value is greater than 0.5, and the significance level is 0.874. There is no significant difference in the vocabulary knowledge of the students before the treatment.

### Procedure

The study was carried out with the students of Pak Kashmir College, where the sample group was deemed suitable for examining the impact of audio-visual aids on vocabulary learning. The students from the 10th grade were the focus of the study.

A sample activity used was a guided activity where students worked in pairs with word cards. Each pair received at least five cards, and the teacher drew a table on the board with the names of particular items. Instead of providing meanings in Urdu, the teacher showed pictures of the items, and students read aloud their cards and categorized them into various columns.

### Post-Test Results

No. of Participants	Experimental Group	Control Group
1	22	16
2	24	19
3	21	17
4	23	15
5	22	17
6	28	11
7	15	20
8	26	20
9	19	17
10	20	18

11	22	15
12	25	18
13	23	16
14	24	20
15	26	18

**Table 4:** Post-test results showing a significant difference between the experimental and control groups. The experimental group had higher scores.

### Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Post-Test (EG)	22.6667	15	3.19970	0.82616
Post-Test (CG)	17.1333	15	2.38647	0.61618

**Table 5:** The mean of the post-test for the experimental group is 22.6667, while the control group's mean is 17.1333, showing a marked difference between the two.

### Paired Samples Test

	t	Df	Sig. (2-tailed)
Post-Test (EG) - Post-Test (CG)	4.695	14	0.000

**Table 6:** The p-value is less than 0.5, indicating a significant difference between the post-test results of the control and experimental groups, demonstrating a positive impact of the treatment.

## Theoretical Part

### Vocabulary

"If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh" (Harmer 1993: 153). Vocabulary functions as a cornerstone of language; without it, speaking would be meaningless and impossible. Vocabulary generally refers to a summary of words or combinations of words in a language. Ur (2000: 60) notes that a single vocabulary item can consist of more than one word, like 'post-office'. Effective vocabulary teaching is essential in language classes as it is the medium through which meaning is conveyed. Recent approaches to language teaching emphasize a more 'word-centred' approach (Thornbury, 2004).

### What Knowing a Word Includes

Teaching vocabulary involves more than just knowing the form and meaning of a word. Learners need to understand its grammar, word formation, connotations, collocations, and appropriateness of use (Ur 2000: 60-62; Harmer 1993: 156-157). Effective vocabulary teaching requires an understanding of these aspects to ensure that learners can use words correctly in various contexts.

### What Vocabulary to Teach

Teachers must make choices about which vocabulary to teach, considering factors such as usefulness, frequency, and coverage. Words that are used frequently and cover a broad range of contexts are prioritized (Harmer 1993). Additionally, learners should be introduced to vocabulary that they will encounter in their everyday lives and in the classroom (Allen 1983).

### Learnability

The order of vocabulary teaching also depends on “learnability” factors such as the complexity of spelling, pronunciation, and meaning (McCarthy 1992). Concrete words are generally easier to learn than abstract ones and should be taught first (McCarthy 1992).

### **Vocabulary Teaching and Learning**

Effective vocabulary teaching involves understanding how words are remembered and stored in the mental lexicon. Techniques such as repetition, retrieval, personalization, and visualizing images can enhance vocabulary retention (Thornbury 2004). Various methods and activities can be employed to support vocabulary learning, including the use of audio-visual aids.

### **Techniques in Vocabulary Teaching**

Students acquire vocabulary through various means, including incidental learning and pre-planned lesson stages. Effective techniques include pre-teaching vocabulary, using direct methods, and employing a range of activities for practice and application (McCarthy 1992; Thornbury 2004). These techniques help learners make connections between new vocabulary and their existing knowledge.

### **A.V. Aids in Foreign Language Teaching**

Audio-visual aids can enhance language learning by providing images of reality and creating a stimulating classroom environment (Hill 1990). These aids can be used for various language teaching purposes, including vocabulary instruction, and offer a range of benefits such as motivation, context, and flexibility (Wright 1990; Hill 1992). However, there are limitations, such as the difficulty of illustrating abstract concepts, which may require supplementary methods (McCarthy 1992; Thornbury 2004).

### **A.V. Aids in Vocabulary Teaching**

Picture Flashcards

#### **Classification of A.V. Aids**

David A. Hill (1990) classifies A.V. Aids based on their size into three key categories:

**Large (20x30 cm):** Useful for whole-class activities.

**Medium (10x15 cm):** Useful for group work.

**Small (5x5 cm):** Useful for games and individual activities (Hill, 1990: 5).

I have simplified Hill’s classification into two main groups:

1. **Big Flashcards (approx. 15x20 cm or larger):** Used for whole-class activities like presenting new language or controlled practice.
2. **Small Picture Flashcards (smaller than 15x20 cm):** Used for individual or group activities such as games and pair work.

- Big Picture Flashcards

Big picture flashcards are instrumental in vocabulary teaching as they:

- **Capture Attention:** Their size and visual appeal help in presenting new vocabulary and engaging students.

- **Facilitate Contextual Learning:** Flashcards link new words to real-world images, making abstract concepts tangible.
- **Support Controlled Practice:** They enable a variety of activities such as storytelling or vocabulary drills. For example, to teach “to be horrified,” showing images of different people reacting to shocking scenarios can convey the meaning effectively (Wright, 1990; Wright & Haleem, 1996).

#### **Activities with Big Flashcards:**

- **Flashing Picture:** Quickly show and hide the card, asking students to describe or guess the image.
- **Slow Picture Reveal:** Gradually reveal the image to encourage guessing and describe the scene.
- Word Flashcards

Although not strictly A.V. Aids, word flashcards are similar to picture flashcards and are used for:

- **Teaching Reading and Writing:** They aid in spelling and word recognition.
- **Combining with Picture Flashcards:** They can be used in matching or labeling activities (Wright, 1990: 59).

- **Small Picture Flashcards**

Small picture flashcards are versatile and used for:

- **Communicative Activities:** Such as games or pair activities, e.g., matching antonyms/synonyms, or picture-word association.
- **Vocabulary Practice:** They are ideal for sorting, ordering, and other interactive activities (Hill, 1990; Wright, 1990).

#### **Activities with Small Picture Flashcards:**

- **Dominoes or Word Matching:** Create games where students match pictures with words or phrases.
- **Guessing Games:** Students use pictures to guess words or engage in question-and-answer games.
- *Drawing*

Drawing is a flexible A.V. Aid with significant potential for language teaching:

- **Drawing on the Board:** Allows for real-time creation of visual aids that can be adjusted as needed (Wright & Haleem, 1996: 5). This can be used for presenting or reviewing language by creating simple scenes and asking students to interact with them.
- **Student Drawing Activities:** Encourages creativity and helps reinforce vocabulary through personal expression (Scott & Ytreberg, 1993).

#### **Drawing Activities**



- **Draw-and-Describe:** Students draw a picture and describe it, enhancing their vocabulary and speaking skills.
- **Listen-and-Draw:** Students listen to descriptions and draw what they hear, improving listening comprehension.
- *Wall-A.V. Aids and Posters*

**Characteristics:**

- **Visual Appeal:** Large, detailed, and can be displayed to provide ongoing exposure to the language (Wright & Haleem, 1996: 45).
- **Versatility:** Useful for presenting new concepts and offering opportunities for controlled practice through activities like memory games or true/false statements.

**Activities with Wall-A.V. Aids:**

- **Memory Games:** Students find and match objects or details.
- **Information-Gap Activities:** Students use wall displays for information-sharing tasks.
- *Semantic Maps*

**Definition and Uses**

- **Semantic Maps** are visual tools that illustrate relationships between words and concepts. They help organize vocabulary and reinforce meaning (Gairns & Redman, 1992: 31).

**Applications:**

- **Vocabulary Presentation:** Organize words into categories or hierarchies.
- **Brainstorming:** Generate and explore word associations.
- **Gap-Filling and Speaking Activities:** Facilitate vocabulary recall and usage in context (McCarthy, 1992: 97).
- *Summary*

A.V. Aids play a crucial role in vocabulary teaching by:

- **Enhancing Engagement:** Visual and interactive elements capture student interest.
- **Facilitating Understanding:** They link new vocabulary to concrete images and contexts.
- **Supporting Practice:** They offer various methods for practicing and reinforcing language skills.
- **Practical Part**

**Lesson Plan: Emotions**

**Class:** 4th grade, 14 students, 8-9 years old. They have been learning English for two years, with some previous exposure to the language.

**Time:** 45 minutes

**Aim:** To teach vocabulary related to feelings and practice the verb 'to be' in different forms.

### Aids

- **Flashcards with Feelings:** Visual aids depicting various emotions.
- **Picture Bingo:** A game to review and reinforce vocabulary.
- **Song:** "If You Are Happy" for integrating emotions into a musical activity.
- **Prompt Cards:** For structured speaking activities.
- **Worksheet for Homework:** Vocabulary matching and translation task.

### Procedure:

1. **Warm-Up:** Review previous lesson's vocabulary with a movement-based activity.
2. **Presenting New Words:** Introduce emotions using flashcards and involve students in discussing the scenarios.
3. **Choral Drill:** Practice pronunciation and actions related to emotions.
4. **Song:** Sing and perform actions corresponding to different emotions.
5. **TPR (Total Physical Response):** Match emotions with actions.
6. **Controlled Practice:** Practice asking and answering questions about feelings.
7. **Mingling Activity:** A communicative exercise for practicing the new vocabulary.
8. **Picture Bingo:** A game to review vocabulary in a fun way.
9. **Homework:** Matching pictures with words and translating them.

**Evaluation:** The lesson successfully used flashcards and other A.V. Aids to teach new vocabulary, with students retaining at least 60% of the new words.

## Data Analysis and Findings Summary

### Evaluation and Analysis of Activities

#### Evaluation of Activities

**Table No. 7**

Activity	Purpose	Evaluation and Analysis
<b>Guessing Game</b>	To memorize freshly acquired vocabulary and review older vocabulary.	This activity effectively aids vocabulary retention by encouraging students to focus on the A.V. Aids and engage in a competitive guessing game. The element of competition and the challenge of figuring out what's missing from the visual aids

		heightens student interest and motivation. It's suitable for all levels and promotes active participation.
<b>Touch the Picture</b>	To review recently learned vocabulary through a competitive team game.	The combination of A.V. Aids with TPR (Total Physical Response) in this activity supports vocabulary review and helps reinforce the connection between words and pictures. The competitive aspect motivates students to participate actively, though it can be noisy and may be better used as a warm-up or at the end of a lesson.
<b>Small Picture Flash Cards</b>	To practice and review vocabulary in a group setting through a card game.	This game promotes vocabulary retention through repeated use of words in context and encourages group interaction. It supports both language practice and the development of conversational skills. The game is accessible to beginners and can be adapted for different vocabulary topics, making it versatile and engaging for students.
<b>Drawing a Monster</b>	To practice vocabulary related to body parts and other descriptive language.	This creative activity combines vocabulary practice with drawing and speaking tasks. It promotes extended use of language in a fun and engaging way. The activity supports language development through both individual and pair work, though it requires careful management to ensure that all students participate and use English throughout.
<b>Compiled A.V. Aids: In Town</b>	To practice prepositions of place and vocabulary related to town maps.	This activity uses a town map to practice spatial prepositions and vocabulary related to locations. It encourages meaningful use of language through an information gap activity. Variations of the activity can be tailored to different skill levels, and it effectively combines visual aids with practical language use for both elementary and advanced students.
<b>Charts with Vocabulary Webs</b>	To organize and review vocabulary related to rooms in a house and their contents.	This activity facilitates the organization and review of vocabulary through a semantic map. It supports long-term retention of vocabulary by visually organizing word relationships. However, it might lack the engaging, fun elements of other activities and may need to be supplemented with additional activities to maintain student interest.

### Practical Part Summary – Insights

The analysis of the activities demonstrated the effectiveness of A.V. Aids in various aspects of vocabulary teaching. Key insights include:

- **Motivation and Interest:** A.V. Aids can significantly increase student motivation and interest, especially when they are interactive and engaging.
- **Vocabulary Retention:** Effective use of A.V. Aids often involves integrating them with other teaching methods, such as games and competitions, to enhance vocabulary retention.

- **Student-Centred Approach:** A student-centred approach, which involves active student participation and creativity, proved more effective than a teacher-centred one.
- **Group and Pair Work:** These methods encouraged weaker students and promoted cooperative learning. They fostered a competitive spirit and reduced teacher dependency.

### **Findings from Experimental Teaching**

The research conducted at Pak Kashmir College Mirpur and READ Foundation College revealed the following findings:

1. **Motivation and Performance:** A.V. Aids were found to be effective in motivating students and improving their performance in vocabulary learning.
2. **Student-Centred Learning:** The use of A.V. Aids supported a student-centred approach, which created a more encouraging and engaging learning environment.
3. **Creativity and Curiosity:** The techniques used in teaching promoted creativity and curiosity, making vocabulary learning a more adventurous and enjoyable experience.
4. **Group and Pair Work:** These methods effectively supported mixed-ability classes, fostering cooperation among students and helping weaker students to participate confidently.
5. **Teacher Independence:** The use of A.V. Aids helped to reduce the reliance on the teacher and encouraged students to take an active role in their learning.

### **Conclusion**

Vocabulary acquisition is a fundamental aspect of language learning and plays a crucial role throughout a learner's educational journey. The importance of vocabulary does not manifest suddenly but evolves from early childhood experiences and is significantly influenced by educational practices and teacher effectiveness. This article has explored how audio-visual (A.V.) aids can enhance vocabulary learning for secondary-level EFL students by offering a more dynamic and engaging alternative to traditional teaching methods.

Throughout this study, it was demonstrated that A.V. aids offer a superior approach to vocabulary instruction compared to conventional methods. Traditional teaching strategies often create a monotonous classroom environment that fails to engage students fully. In contrast, A.V. aids, by incorporating visual and auditory stimuli, foster a more interactive and stimulating learning experience. This approach not only aids in vocabulary retention but also facilitates the active use of new words, thereby making the learning process more effective and enjoyable for students.

The practical part of the research involved the implementation of a structured lesson plan that used A.V. aids and compared its outcomes with a traditional teaching method. The results of this study revealed significant differences between the control group (which received traditional instruction) and the experimental group (which was taught using A.V. aids). The pre-test and post-test results indicated that students in the experimental group showed greater improvement in vocabulary acquisition, highlighting the effectiveness of A.V. aids in enhancing students' vocabulary skills.

This research aimed to explore the theoretical foundations of vocabulary teaching through A.V. aids and provide practical applications for EFL classrooms. The theoretical section reviewed various perspectives on vocabulary acquisition and the role of A.V. aids, drawing on the work of respected scholars such as Andrew Wright, Scott Thornbury, Michael McCarthy, Jeremy Harmer, and Penny Ur. The practical section applied these theories through specific teaching activities and evaluated their effectiveness, thereby demonstrating that the theoretical concepts can be successfully implemented in real classroom settings.

In conclusion, this study confirms that A.V. aids are a valuable tool for vocabulary instruction. The insights gained from this research offer practical guidance for EFL teachers, particularly those who may be less experienced. The lesson plans and activities developed through this research serve as a resource for educators seeking to enhance their vocabulary teaching practices. Personally, this research has deepened my understanding of effective teaching methods and provided new strategies for optimizing vocabulary instruction. I hope that this work will also benefit other educators and contribute to ongoing improvements in EFL teaching methodologies.

### **Recommendations**

Based on the findings of this research, several recommendations can be made to enhance vocabulary teaching through the use of audio-visual aids in secondary education. First, teachers should incorporate a variety of audio-visual materials, such as videos, images, and interactive software, to create a dynamic and engaging learning environment. These tools not only capture students' attention but also facilitate better retention and active use of vocabulary. Secondly, professional development programs should be implemented to train teachers in effectively integrating audio-visual aids into their lesson plans. This will help them to move beyond traditional teaching methods, which often result in monotonous classroom settings. Additionally, schools should invest in modern audio-visual equipment and resources to support this innovative approach to vocabulary instruction. Finally, ongoing assessment and feedback mechanisms should be established to continually evaluate and improve the effectiveness of audio-visual aids in vocabulary teaching. By adopting these recommendations, educators can significantly enhance vocabulary acquisition and overall language proficiency among secondary school students.

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