The Impact of Using Visual and Audio Materials in Learning Vocabulary Among Nalut Third grade primary school students

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Abstract:
This study aimed to investigate the impact of visual-audio materials on learning vocabulary among third-grade primary school students.It was conducted in Nalut, Libya. It used both the quantitative and qualitative approaches to collect the data and address the research questions. Fifty-one students from Al-Markazia primary school were observed for five weeks, five primary school teachers were interviewed, and other twelve teachers were asked to answer a questionnaire. The findings revealed thatusing visual-audio materials had a positive impact on students' vocabulary acquisition and learning.These materials proved toenhance students' vocabulary acquisition and improve their learning outcomes. Furthermore, the findings indicate that using visual-audio materials makes the classroom more dynamic andincreases students' engagement and motivation in the learning process. In conclusion, this research paper demonstrates the advantages of incorporating visual-audio materials into the educational process, benefiting both students and teachers.
Keywords: visual materials, audio materials, visual-audio materials vocabulary, learning vocabulary.

1. Introduction

Teaching English as a foreign language in Libya has a long history, dating back to 1940s after the end of World War. English has been a mandatory subject in Libyan schools for an extensive period of time, and Libyan students are exposed to English language instruction for a total duration of 12 years (From first-grade of primary school until the third year of high school). However, despite this prolonged exposure of English instruction, they continue to face difficulties in learning the language effectively. Elabbar (2011) argues that this predicament could be attributed to many factors starting from the shortage of qualified teachers, limited exposure to English outside the classroom, and the lack of sufficient learning resources and materials. Elabbar also adds that Libyan teachers overly rely on the Grammar Translation method which leads to a heavy emphasis on grammatical rules and translation rather than focusing on developing communication skills. The Grammar-Translation method a teacher-centered method that prioritizes grammar and vocabulary with reading and writing being the main skills that students. In this method, students study grammar explicitly; they are presented with grammar rules and sample examples, are asked to memorize them, and then are expected to apply the rules to other examples.Students are also taught to translate sentences and texts from one language into another, and what they translate are often readings in the target language about some cultural aspects of the target language community.Moreover, students are given lists of the target language vocabulary words, which are derived from the assigned reading materials, with the students' native language equivalents and are asked to memorize them (Larsen-freeman, 2000). By using this method, although students may excel in written language, they usually struggle in real-life communication as a result of overlooking the speaking

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and listening skills. Therefore, to master the language and develop a well-rounded communication competence, an equal emphasis should be placed on reading, writing, speaking, and listening skills.

Consequently, in recent decades, the approaches of language teaching have shifted from traditional, teacher-centered approaches to more interactive and students-centered methods that provide students with meaningful opportunities to practice the language andacquire the ability to communicate with others in the target language. To develop this communicative competence, researchers and educators emphasized the importance of providing learners with real-life like situations, in which they can seeand listen to the way the native speakers communicate in their dailylife.

To create these real-world like experiences within foreign language classrooms, teachers have started integrating technological aids such as visual-audio materialsas they offer a more engaging and authentic learning experience by demonstrating the way the English language is used in real-life communication. Accordingly, the researchers conducted the current study to investigate the effect of using visual-audio materials as a potential improving English instruction, focusing on their effect on learning vocabulary for Nalut primary school students.

1.1. Statement of the problem

Vocabulary is one of the vital components of language that students must master in order to communicate effectively. Krashen (1989) states that the meaning in language is mostly conveyed through words, thus the lack of vocabulary knowledge is the primary obstacle that hinder students from learning a language. the context of learning English as foreign language, traditional vocabulary instruction methods, such as rote memorization of words, have long been the standard approach in primary classrooms; however, students often struggle to retain newly learned words and have difficulty applying them in authentic language use. This problem is particularly critical for young learners, whose cognitive capacities, attention spans, and motivation levels may not be well-suited to rote memorization tasks. For this reason, the integration of visual-audio materials into vocabulary instruction has emerged as a promising approach to address these challenges. Multimodal learning, which engages multiple sensory modalities, has been shown to enhance word comprehension, memorization and retrieval among primary school students. By combiningtextual information with relevant images, animations, and audio recordings, vocabulary lessons can become more engaging, memorable and conductive to deep learning.

1.2 purpose of the study:

The purpose of this study is to investigate the effect of visual-audio materials on vocabulary acquisition and retention among primary schoolstudents learning English as a foreign language. By conducting this study, the researchers aim to contribute to the field of language learning by examining the effect of incorporating visual and audio materials into vocabulary instruction. The study seeks to determine whether these multimodal teaching methods can enhance students' ability to remember and use new vocabulary words more effectively compared to traditional rote memorization techniques. Additionally, the research will explore how these materials impact students' motivation, and engagement. Moreover, by providing empirical evidence on the effectiveness of visual-audio materials, this study aims to offer practical insights for educators and teachers to improve language teaching strategies and methods in primary education.

1.3. Scope of the study

This study was conducted in Nalut city, Libya. Primary school students were selected as the focus of this research, and they were a total of fifty-five third grade pupils from Al Markazia primary school. A qualitative approach (observation and interview) and a quantitative approach (questionnaire and vocabulary test) were employed to collect the data. Five primary school teachers were interviewed, and twelve questionnaire copies were distributed among five primary schools.

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1.4. Limitationsof the study

Like the case with most studies, the current research is not without any limitations. Firstly, the physical classroom environment was not suitable for conducting the observational part of the research as the classrooms lacked various equipment which are essential for applying the visual-audio materials technique such as computers, projectors, speakers and smart boards. However, the researchers managed to overcome the issue by providing the required equipment themselves. Secondly, the participants sample was relatively small and the observation sample consisted of just male students since the school where the observation took place was a male-only school.Lastly, another limitation is the difficulty in accurately measuring the impact of visual-audio materials on students' vocabulary acquisition since the standardized vocabulary tests may not fully measure how multimedia affects word retention and usage. Despite theseissues, the researchers were still able to obtain valuable and reliable data.

1.5. Significance of the study

This study will contribute to the ongoing research surrounding multi-media resources in educational settings, with a particular emphases on vocabulary instruction.It will address the benefits of teaching vocabulary through visual-audio materials which will provide teachers with valuableinsights regarding the use of these materials to improve English language instruction and learning, particularly in terms of vocabulary.Moreover,the findings of this study may encourage teachers to incorporate these materials into their teaching, which could ultimately help students to enhance their vocabulary acquisition and develop their overall English language proficiency. Furthermore, by highlighting the advantages of using audiovisual aids, the study may motivate educators and schools in Nalut city to provide the necessary equipment and resources to support the integration of these materials in the educational process.

1.6. Research Questions and Hypothesis

The study is guided by the following questions:

1. Do English teachers in Nalut primary schools use visual- audio materials?

2. What is the effect of using visual-audio materials on primary school students' vocabulary acquisition?

It is hypothesized that:

1. If students receive vocabulary instruction through the use of visual audio materials,

their vocabulary acquisition will be enhanced.

2.If students receive vocabulary instruction through the use of visual audio materials, their vocabulary learning outcomes will be higher than when they receive vocabulary instruction through traditional methods.

3.If teachers use visual-audio materials, the students will demonstrate higher levels of motivation and engagement, and the classroom environment will be more dynamic.

2. Literature Review

In recent years, the field of education has witnessed a growing interest in the integration of modern teaching methods in all the levels of acquiring the second or a foreign language. Those methods are mainly used to simplify the processes of learning and create a better learningenvironment for educators. One of these methods is the use of visual-audio materials as a tool for enhancing teaching and learning experiences. Visual-audio materials include a wide range of multi-media resources including videos, animations, interactive application, and auditory elements to present information and engage learners.

However, this literature review aims to provide a comprehensive overview of the use of visual-audio materials in education, specifically focusing on their effecton teaching and learning vocabulary. This section will include several studies and researches which are related to the current study. By examining the existing research, this review seeks to shed light on the benefits associated with incorporating visual-audio materials into educational practices and offer insights into effective strategies for elevating their

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use.Before exploring the studies, the key terms and concepts that will be discussed throughout this paper will be defined.

2.1 Visual-audio materials

The concept of visual-audio material has been defined by various scholars and researchers. Dike (1993) defined visual-audio materials as those materials which do not depend only on reading to convey massages; they present information through the sense of hearing as audio materials or through the sense of sight as visualized materials or it could be through the combination of both senses. Also, according to Kinder S. James (1959), "visual-audio aids are any device which can be used to make the learning experience more concrete, more realistic and more dynamic". Another definition was given by McKean and Roberts,

"Audio visual aids are supplementary devices by which the teacher, through the utilization of more than one sensory channel is able to clarify, establish and correlate concepts, interpretations and appreciations." (as cited in Ben sola, 2011). Moreover, visual-audio materials can take various forms including videos, slideshows, films, animations, and interactive presentations.

2.2. Visual Materials

According to the American Library Association (2022), visual materialsrefer to any type of information or content that is conveyed through visual means, such as images, graphs, charts, diagrams, photographs, or illustrations. They are used to enhance understanding, support arguments, or provide additional context to the information being presented.

2.3. Audio Materials

Audio materials are any form of recorded sound, including music, speech, sound effects, or other auditory information. They are used for a variety of purposes, such as entertainment, education, research, or communication. Audio materials can be stored and played back using various technologies, such as CDs, MP3 files, or streaming platforms(International Federation of Library Associations and Institutions, 2017).

2.4. Vocabulary

Mastering vocabulary is the fundamental basis of language learning, whether it is a first or a foreign language. It is by vocabulary we express our ideas, feelings, and desires and without it we cannot understand others or communicate with them.The term vocabulary has been defined by many researchers. Hornby for example (1995) states that the vocabulary of a language is its overall sum of words. While Neuman and Dwyer (2009) define vocabulary as " words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)".

Moreover, researchers suggest that there are two kinds of vocabulary: receptive and productive. The receptive vocabulary involves the words which students can recognize and know their meanings when they are used in a context (e.g. In reading or listening) but which they cannot use or produce themselves. The productive vocabulary consists of words which students can understand, pronounce correctly, and use constructively in speaking and writing (webb, 2009).

2.5. Vocabulary Learning

In teaching English as a foreign language, vocabulary is a central aspect and a matter of great concern since all the other skills of language depend on it. Having a solid foundation of vocabulary is crucial for reading and listening comprehension as well as speaking and written expression (Nation, 2001). In the same line, Willkins (1972) summarized the importance of vocabulary in language learning by stating that,"… while without grammar very little can be conveyed, without vocabulary nothing can be conveyed." To illustrate this point, Scrivener (2005) provided two examples. If a student says, 'could you lend me your…' his or her message will mostly not be conveyed despite the sentence being grammatically correct. Whereas, by saying the word 'calculator?' alone, his or her desired meaning will more likely be conveyed.This indicates the value of vocabulary and how it is a "powerful carrier of meaning"(Scrivener. p, 228). Nevertheless, Learners usually find vocabulary learning such a big challenge. partly due to the large number of vocabulary items in the English language, and partly because

of the various types of vocabulary including single words, phrases, collocations, and idioms In this regard, Nation (2001), argues that before learners can say that they have learned a word, they need to know three important
elements: its meaning, form, and use. He called them 'the learning burden'. The table below summarized these three elements:

Meaning	-Form and meaning -Concepts and referents - Associations	Is the word a loan word in the L1? Is there an L1 word with roughly the same meaning? Does the word fit into the same sets as an L1 word of similar meaning?
Form	-Spoken form -Written form -Word concept	Can the learners repeat the word if they hear it? Can the learners write the word if they read it? Can the learners identify known affixes in the word?
Use		Does the word fit into predictable grammar patterns? Does the word have the same collocations as an L1 word of similar meaning? Does the word have the same restrictions on its use as an L1 word of similar meaning?

Considering all these elements, it can generallybe said that Learning vocabulary is a complex process since mastering a word does not only involve knowing its meaning, but also its correct pronunciation, as well as knowing when and how to use it. For this reason, researchers and educators are continually seeking innovative and sufficient approaches and methods to enhance vocabulary instruction and teaching. In recent years, and with the raise of technology, one method that has gained popularity and interest among educators is the use of visual-audio materials.

In the field of education, the use visual-audio materials is not a new concept. The educational values of these materials have been recognized for centuries, and their implementation in teaching goes back to the seventeenth century when John Amos Comenius, a Bohemian educator, introduced pictures as teaching materials in his book Orbis Sensualium Pictus (picture Sensual World) which was illustrated with 150 drawings describing the aspects of everyday life (Badalova, 2021).

Decades later, in 1905, the school Museum of St. Louis was opened for the classrooms of the public schools and it was acknowledged as the first audio-visual administrative unit in the United States. At first, the educators mainly relied on silent pictures; then, as the area of visual audio education improved, new discoveries were made and motion pictures, educational films and audio recording were also adopted into the teaching process (Agney, 1967).

One of the factors that contributed to the widespread of these materials in education was their extensive use in World War II for training the army members in the military and industrial skills. The training centers developed educational films, posters, charts, and schematic drawings, demonstration devices, models, mockups, and auditory devices (Agney, 1967). Moreover, after the war was over, many schools were able to use these teaching tools that were used during the war because they were sold at cheaper prices (Chandler & cypher, 2006).

2.6 Advantages of using visual-audio materials

There are many theories and studies that support the use of Visual and audio materials in learning. In his book *'Multimedia Learning'* Mayer (2005) states that the use of multimedia assists the way in which the human brain learns. He asserted that people obtain information and learn better from the combination of both words and pictures rather than from words alone. Based on that, using visual audio materials can enhance students understanding and retention of vocabulary since they provide a combination of visual cues and auditory information.

Another great advantage of Visual-audio materials is that they can serve as a substitute for actual experience and provide students with authentic language input. For instance, by watching a video or listening to a recording Students can encounter the target vocabulary in various realistic contexts which leads to deeper comprehension and better application of the new words. (soong,2002) as cited in Bahrani et al, (2014).

Using visual-audio materials also offers a diverse range of sensory experiences; therefore, it can accommodate the needs of students who have different learning styles. Gardner (1985) proposed that there are three types of learning styles. first is the visual style, in which the learners prefer to process information through visual presentation or through the body language, and facial expressions. The second is the auditory style, in which learners learn better through verbal lectures, discussions and speaking activities. In the third style, the kinesthetic, learners learn best through physical activities and their hands actively exploring the world around them. By incorporating visual-audio materials into the teaching and learning process, teachers can assure that each student can have the opportunity to learn in the way which suits him/her best. visual learners can learn through visual materials (e.g. realia, pictures, videos, etc.); while auditory learners can follow audio materials (e.g. recordings, songs, etc.) and kinesthetic learners can follow the action materials.

According to Daniel (2013), as cited in Ulloa Salazar &DíazLarenas (2018), Some other advantages of visual-audio materials are:

• Help to avoid excessive, empty, and meaningless verbalization in teaching English.
 • Help students to form clear and accurate concepts in English.
• Make teaching and learning effective.
• Provide variety to teaching.
 • Provide interest and inspiration.
 • Clarify the subject-matter.
 • Save time and energy

2.7. Disadvantages and challenges of using visual-audio materials

Despite all the advantages that visual-audio materials offer, there are some disadvantages. Cakir (2006) states that the utilization of visual-audio resources may entail certain drawbacks such as the financial implications and the need for constant maintenance of technology. Cakir also argues that teachers should be well trained and familiar with the materials they use otherwise the materials will be boring and meaningless. Moreover, He claims that the quality of the materials prepared at home by the teachers may not be ideal. In this regard, Canning (2000) adds that visuals can ineffective in the learning process under certain conditions. For example, if the visuals are too small, perpetuate stereotypes, or are of poor quality. In addition, Mary (2018) as cited in (Mendoza, Flores & Hernández, 2019), states that teachers should be careful and consider students` age and attention span while selecting the materialssince too much noise and classroom stimulation can be overwhelming and distracting for some students. Considering these disadvantages, educators should carefully evaluate the benefits and challenges associated with the incorporation of visual-audio materials, so that they can make well-informed decisions regarding the integration of these teaching tools.

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2.8. Related studies

among primary school students. In the study *entitled The Effect of Multimedia Instruction on Vocabulary Learning* (yavuz&Gunel,2014), the number of participants were a total of 6o fourth grade primary school students. The study was conducted in Turkey, and the method of data collection was a class room observation. The researchers divided the participants into two groups: a control group and an experimental group. The control group received traditional vocabulary instruction, while the experimental group received multimedia-based instruction. Both groups were pre-tested and pots-tested using vocabulary tests. The findings showed that the experimental group, which received multimedia-based instruction, performed significantly better in vocabulary learning compared to the control group.

Dewi (2017), in the *study The Effect of Using Audio Visual Media on Students'Vocabulary Mastery*, reached similar results. Dewi (2017) reported that students who were taught using visual-audio materials got better results than those who were taught through traditional methods. The study was conducted in a private primary school in Indonesia. The population was the fourth-grade students which consisted oftwo parallel classes with the total number of 40 students. The instrument used to collect the data was a multiple-choice test. The author reported that there was a significant effect of using audio visual on the students'vocabulary mastery; the students who were taught using audio visual media got better achievement than those taught by using the traditional method.

Learning vocabulary through visual-audio input was also investigated by Lampai and Sukying (2023). The participants were 51 sixth grade primary students at the government schools in Thailand. The method used to gather the data was Two tests which measured students` productive and receptive knowledge of form-meaning links. A student` questionnaire was also used to examine the students`

perceptions of form-meaning relations of vocabulary knowledge. Lampai and Sukying(2023) stated that the audio-visual input significantly impacted the participants` receptive and productive knowledge regarding the form meaning link. The students achieved higher post-test scores at the receptive and productive tests than their pre-test scores. However, their performance on the receptive test was higher than the productive test, which implies that they are better at recognizing a particular lexical item`s form and meaning than producing vocabulary forms.

Hassiba (2016) reported in her studyThe Effectiveness of Audio-Visual Aids as a Didactic Support to Enhance learners` thatusing visuals audio materials plays a key role in increasing students` engagement and motivation towards learning. participants were 5o fourth year pupils at TrahBrahim middle school inSidiOkba. The method used to collect the data was a classroom observation in addition to a questionnaire. Hassiba (2016) stated that using audio visual aids plays a significant role in enhancing pupils` vocabulary. She also reported that incorporating audio visual aids in teaching vocabulary increased the pupils` engagement and motivation and made the learning process more enjoyable for them.

In the study which is entitled *the Impact of Audiovisual Aids in the Vocabulary Learning*, the participants were 22 kindergarten students. The study was conducted in a private language institution located in Armenia, Quindío, Colombia. A classroom observation was used to gather the data in addition to a student` questionnaire and interview. The findingsrevealed that using Audio-Visual Aids had a positive impact on student's vocabulary learning; they had favorable attitudes towards the use of Audio-Visual Aids andshowed better results in vocabulary retention and use. Moreover, there was also a significant improvement in their listening and communicative skills. However, the researcher found that some students experienced low listening comprehension

levels and had difficulties in vocabulary recognition in the activities which requires the use of listening skills such as map drawing and picture description (70% frequencies), storytelling (30%), and songs and reading a laud (20\10%).

Baniabdelrahman and Al-Sherhsni (2021) in their study *the effect of using multimedia resources on fifth-grade EFL students' vocabulary learning* found different results. The participants were 60 fifth-grade students from an elementary school in Saudi Arabia. They were divided in two groups. The experimental

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group received multimedia resources (video, pictures, audio recordings) based instruction, while the control group were taught using a traditional textbook. A pre-test and post-test were used to assess the learning outcomes. The researchers found that there were no significant differences in the vocabulary post test scores of the two groups. The students in the experimental group were also asked to complete a survey and reported positive perceptions of the multimedia resources and found them engaging and helpful for learning vocabulary.

Collectively, the studies in this review indicate that introducing visual-audio materials into vocabulary teaching and learning for primary schools' students has demonstrated positive results. Many researchers have found that incorporating visual-audio materials into vocabulary instruction enhances students` vocabulary comprehension, retention, and use which improves students' overall vocabulary learning outcomes. These multisensory tools can help students to form stronger connections and associations with new vocabulary words. For example,pairing a word with an image or an audio clip can put the word in a meaningful context which,as a result,enhances memorization and recall of new words. Furthermore, the use of visual-audio resources accommodates various learning preferences, catering to visual, auditory, and kinesthetic

learners, which can ensure that the vocabulary lesson is suitable for students' different learning styles. Additionally, the interactive nature of visual-audio content can make vocabulary learning more engaging and enjoyable for students. For instance, rather than passively memorizing words, students will be actively participating in dynamic multimedia-enriched activities. This increased level of engagement can lead students to be more motivated to learn and use the new vocabulary. Nonetheless, it is crucial for educators to integrateotherteaching methods to support a well-rounded educational experience it lacks unity to ensure that learners do not become overly reliant on visual and auditory cues that could potentially hinder the development of their writing and reading abilities (Smith, 2018; Johnson &wang, 2019).

3. Methodology

In the field of primary education, finding an effective technique to teach vocabulary is crucial for students' language development. Within Libyan schools, it is clear that students have low proficiency in English, which negatively affects their academic achievements. After careful observation, researchers have identified the lack of efficient teaching methods as a contributing factor to this issue. Thus, the researchers have decided to investigate the use of visual-audio materials as a new teaching method to improve students' English performance, particularly their vocabulary. One of the main factors which encouraged the researchers to choose this method was the significant support it has received from many researchers and educators as a potential tool to enhance vocabulary learning, especially in primary education. However,despite all the great advantages which the method of using visual-audio materials offers, the use of this teaching technique in Nalut schools could still be limited. This lead the researchers to explore the Impact of using visual-audio materials in learning vocabulary for primary school students in Nalut.

This chapter will provide an outline of the methodology which were used in this study including: participants, setting, approaches, procedures, and techniques used to collect data.

3.1 Participants

The participants chosen for the observation were 51 third-grade pupils from AL-Markaziaprimary school in Nalut.The pupils were divided into two classes, one class was with 25 students and the other one was with 26 students. All of them were boys.

3.2 Setting

The research study was conducted in Nalut at AL- Markazia primary school, In 2024. From January 31 to February 28, 2024.

3.3 Instruments

A qualitative approach (observation and interview) and a quantitative approach (questionnaire and vocabulary test) were applied to gather data for this study.

Robson (2002) noted that there has been conflict between constructivists and positivists. But the two methods are incompatible in the sense that each has its own unique ways of gathering and analyzing data. The two methods are tools used to achieve thesame goal with different techniques and procedures, and each method has its own different strengths and logic.

3.4 Qualitative approach

Qualitative research approachis designed to provide the researcher a means of understanding a phenomenon by observing or interacting with the participants of the study (Denzin & Lincoln, 2008). The qualitative approach offers many advantages. Itprovides abundant data about real life people and situations. Moreover, the reliance on the

collection of non-numerical primary data by the researcher who serves as an instrument himself makes qualitative research well-suited for providing factual anddescriptive information (Johnson and Christensen, 2012). Furthermore, a qualitative research approach views human thought and behavior in a social context and covers awide range of phenomena in order to understand and appreciate them thoroughly. Also, the close relationship that exists between the researcher and the participants in thisapproach makes it easy for the participant to contribute to shaping the research.

However, qualitativeresearch has no structured procedure and relies heavily on the researchers who collects, interprets and analyses the data. It is argued that it will be not possible to conduct the same research and get the same result at any other time and place. In other words, qualitative research is not replicable as opposed to quantitative research (Bryman, 2008).

3.5. The Observation and Observation Design

This study employed the use of observation as a data collection method. Observation is "a data collection method in which a person (usually trained) observes subjects of phenomena and records information about characteristics of the phenomena" (Sproull, 1988).The researchers chose this method because Wellington (2015), as cited in Cohen, Manion and Morrison(2018), reported that the unique aspect of observation as a research process is that it gives an investigator the chance to collect first-hand, "live" data in suit from naturally occurring sources. In addition, as Morrison (1993:80) declared through observations, by using this method the researcher is able to collect information on the physical environment, the human environment, the interactional environment, and the programenvironment.

The observation took place in Nalut at AL- Markazia primary school. The targeted grade was fifty-one third-grade pupils. The observation was divided into two stages. the first stage lasted for a week and the main

goal was to observe the pupils while learning English vocabulary within the classroom in order to compare the efficiency of the teaching method used by their teacher (which was mostly the traditional method) with the method of using visual-audio materials. In the second stage, the researchers were given the permission to teach the students for about a month (From January 31 to February 28). The main goal was to investigate the effectiveness of visual –audio materials as a pedagogical approach for enhancing students` vocabulary learning outcomes. The teaching content revolved around curriculum-aligned topics, including vocabulary related to color, animals,food, clothing terminology and a collection of action verbs. The researchers used a variety of visual-audio materials including Flashcards, pictures, videos, as well as songs and audio recordings (some of them were originally part of the assigned textbook). All the used materials were chosen carefully to ensure that the content is appropriate and fits students' level of comprehension and interest well. In addition, the students were engaged in various classroom activities which require students to use the vocabulary words they learn. For example, a student acts out an action verb, and the other students in the class have to guessit. Subsequently,to assess the students` outcomes after using the visual-audio materials technique and to measure their progress, a vocabulary tests was used. the test included questions that relied on listening, where students had to circle

the word, they heard. Moreover, some questions where students had to circle the word they heard. Moreover, some questions where matching questions in which students were required to choose the word that matches the picture. In the last question, the students had to write the vocabulary words that correspond to the pictures. After conducting the test, researchers compared the students` grades with their grades on a previous test that was conducted before incorporating visual-audio materials.

3.6. The Interview and Interview Design

An interview is a dynamic interaction between two individuals with the aim of collecting information for reresearch purposes involving systematic description, prediction, or explanation (Cannell& Kahn, 1968:527). The selection of interviews as the data collection method in

this study was based on its numerous advantages. One advantage is that interview data can be recorded and reviewed multiple times by the researcher, when necessary, to ensure the production of an accurate interview report (Berg, 2007). Additionally, as highlighted by Blaxter et al. (2006:172), interviews offer researchers the opportunity to uncover information that may not be accessible through techniques such as questionnaires and observations, making them a valuable research tool. Cohen, Manion, and Morrison (2018) further argue that interviews are a flexible data collection method as they allow for the utilization of multi-sensory channels, encompassing verbal and non-verbal cues, visual and auditory elements, and in the case of online interviews, written communication.

In this study, five primary school teachers were interviewed to obtain reliable data. Four teachers were interviewed face-to-face and one was interviewed online. During the interview the teachers refused to record their voices, therefore the researchers relied on writing to record the data. Each interview lasted for approximately 10 minutes and the following questions were asked:

1. Do you use visual-audio materials in your teaching?
2. If you do not use visual-audio materials, what have prevented you from incorporating them into your teaching?
3. From your experience, what are the advantages of using visual-audio materials to teach vocabulary?
4. What types of visual-audio materials have been most effective in

teaching vocabulary for primary school pupils?

3.7. Quantitative approach

The quantitative research approach according to Bryman (2001), is the research that places emphasis on numbers and figures in the

collection and analysis of data. Imperatively, quantitative research approach can be seen as being scientific in nature. The use of statistical data for the research descriptions and analysis in this approach reduces the time and effort which the researcher would have invested in describing his/her result. For example, data (numbers, percentages and measurable figures) can be calculated and conducted by a computer through the use of a statistical package for social science (SPSS) which save lot of energy and resources. In addition, the use of scientific methods for data collection and analysis make generalization possible with this type of approach. Moreover, reliability is another benefit derivable from the use of this research approach. The research study using this type of research tool is conducted in a general or public fashion because of its clear objective and guidelines, and can therefore be repeated at any other time or place and still get the same results (Shank and Brown, 2007).

3.10. The Questionnaire and Questionnaire Design

Schvaneveltd (1985) defined questionnaire as "a data-gathering device That elicits from a respondent the answers or reactions to printed (pre-arranged) questions presented in a specific order. This method was used in the study due to the support it has gained from many researchers. Rashid (2020) outlinesthat the questionnaire proves cost-effective even when dealing with a large and widely dispersed population. Moreover, by allowing respondents to provide answers in their own words, the method eliminates interviewer bias, ensuring impartiality and authenticity in data collection. Respondents are granted ample time to provide thoughtful responses, enhancing the depth and quality of the data obtained. Furthermore,

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the questionnaire method ensures accessibility, even for individuals who may not be easily approachable through other means, thereby broadening the scope of data collection.

In this study, a teacher` questionnaire was used to collect data. It contained 10 closed-ended questions varying from yes/no to multi-

choice questions.And at the end of the multi-choice questions, there were an open-ended option to give the participants a chanceto provide their own perspectives and experiences. The questionnaire was distributed among 5 primary schools in Nalut. Out of 13 questionnaires, 12 were returned. to assess the participants understanding.

4. The Observation Findings

During the second stage of the observation the researchers used a variety of visual-audio materials to teach vocabulary to 51 third grade primary school pupils, where students were distributed into two class. The materials were used at each class to introduce the targeted vocabulary and were also employed in group work activities. The researchers found that using visual audio materials.

4.1. IncreasingStudents' Engagement and Motivation

The observation findings showed that students were more engaged and motivated towards learning vocabulary. As the researchers observed the students, they noticed that students were highly focused and engaged in the learning process. The students wereshowing great interest in the visual-audio content and actively participating during lessons; they were attentively watching the videos, singing along with the songs, and eagerly volunteering their answers during the various class activities.

4.2. Enhancing Students' Vocabulary Acquisitions

In order to test the study's hypothesis, a dependent samples t-testwas used so as to compare the pre- and post-test result. By analyzing the pre-test and post-test results, Itwas intended to find whether there is a difference in students' vocabulary learning outcomes before and after

using visual-audio materials.The data was analyzed by using the Statistical Package for Social Sciences (SPSS) since it is a comprehensive system for analyzing data in behavioral and educational sciences. (Leech, 2005). The statistical test conducted to address the hypothesis of the study used "0.05" as the minimum alpha level of significance. The pre-test and post-test results are presented in the table below:

Tests	N	Mean	Std. deviation	T	P. value
Pre- test	51	7.5686	2.31845	1.993	049
Post- test	51	8.3971	1.85349		

The table shows that the mean of the scores has increased from 7.5686(SD=2.31845) in the pre-test to 8.3971(SD=1.85349) in the post-test. The results suggest that there is statically a considerabledifference between students' vocabulary learning outcomes before and after using visual-audio materials (p-value=0.049).

4.3. The Questionnaire Findings

This section presents the data analyzes of the questionnaire sample that was distributed among 12 primary schools' teachers.

Graph 1

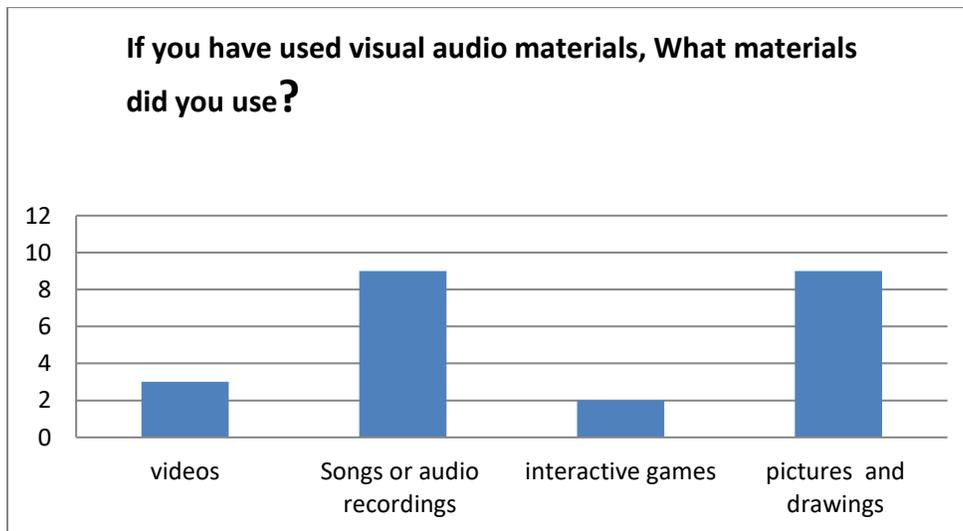Have you used visual audio materials to teach vocabulary at primary level?

■ YES ■ NO

17%

83%
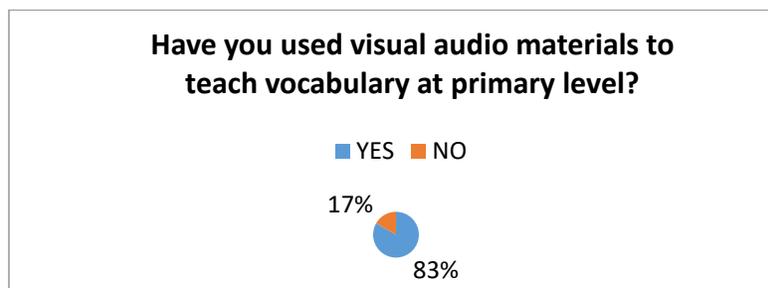
The first graph shows that the vast majority of the teachers said that they have used visual-audmaterials to teach vocabulary at primary level making the percentage of 83%, while 17% of them said no.

Graph 2:

If you have not used visual audio materials, what factors have prevented you from incorporating them into your teaching?

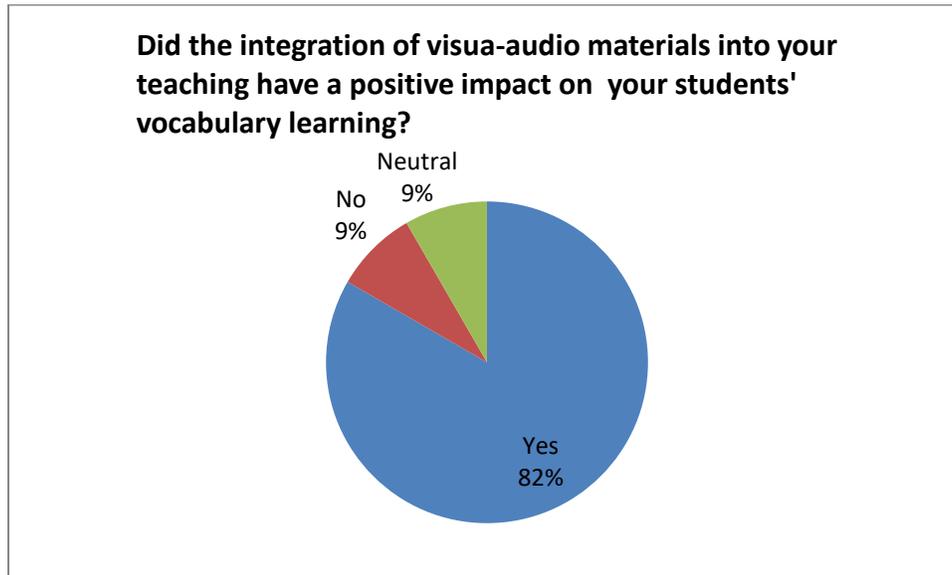|			
Limited access to technology or audio-visual resources, such as projectors, speakers, screens	Limited knowledge or skills in using visual audio resources	Insufficient time to search for or create suitable visual-audio materials	Personal preferences for the traditional teaching methods

This Graph presents the factors that have prevented the teachers from incorporating visual-audio materials into their teaching. One teacher reported that she had personal preferences for traditional teaching methods,while another teacher said that she did not have enough time to search for or create suitable visual-audio materials. Moreover, the unavailability of the necessary equipment and resources was also a factor.

Graph 3:

If you have used visual audio materials, What materials did you use?

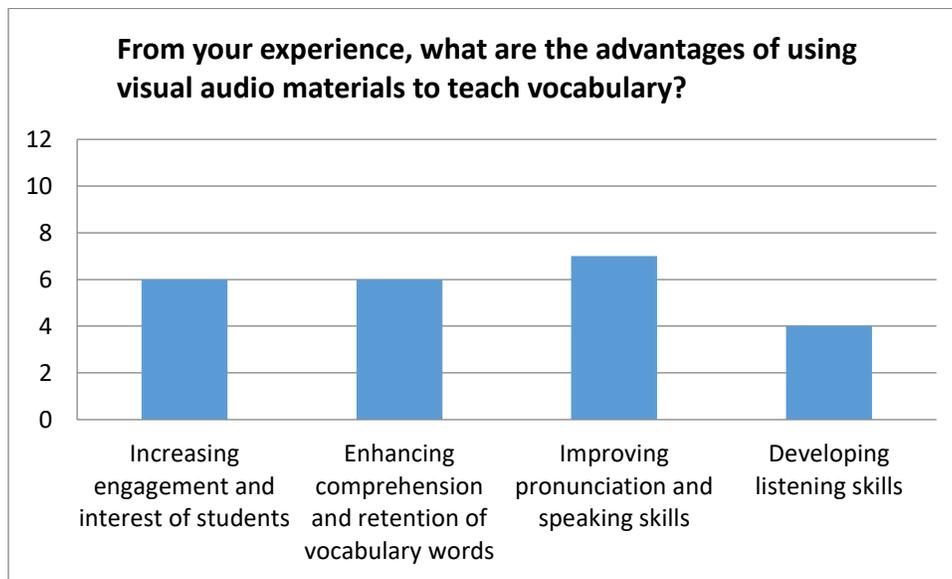| videos	Songs or audio recordings	interactive games	pictures and drawings

This graph illustrates that Pictures and drawing, as well as songs and audio recordings, are the most commonly used materials making the percentage of 75%. Videos (25%) and interactive games (17%) were the least used materials.

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Graph 4:

Did the integration of visua-audio materials into your teaching have a positive impact on your students' vocabulary learning?
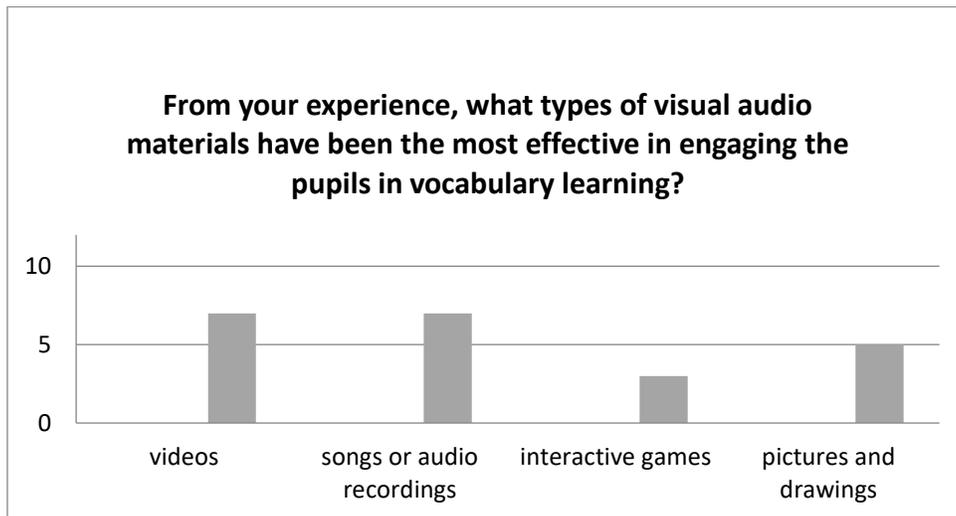
Neutral 9%
No 9%
Yes 82%

Graph 4illustrates the impact of integrating visual-audio materials into teaching on students' vocabulary learning. A significant majority (82%) of respondents indicated that the integration had a positive impact. Meanwhile, 9% of respondents were neutral on the matter, and another 9% felt that it did not have a positive impact.

Graph5:

From your experience, what are the advantages of using visual audio materials to teach vocabulary?

| Category	Value
Increasing engagement and interest of students	6
Enhancing comprehension and retention of vocabulary words	6
Improving pronunciation and speaking skills	7
Developing listening skills	4

According to this graph, 7 teachers reported that the primary advantage of using visual-audio materials is improving students' pronunciation and speaking skills. 6 teachers stated that in addition to increasing students' engagement and interest, using visual-audio materials also enhances the students' comprehension and retention of vocabulary words. Lastly, 4 teachers' choice was developing listening skills.

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Graph 6:

From your experience, what types of visual audio materials have been the most effective in engaging the pupils in vocabulary learning?
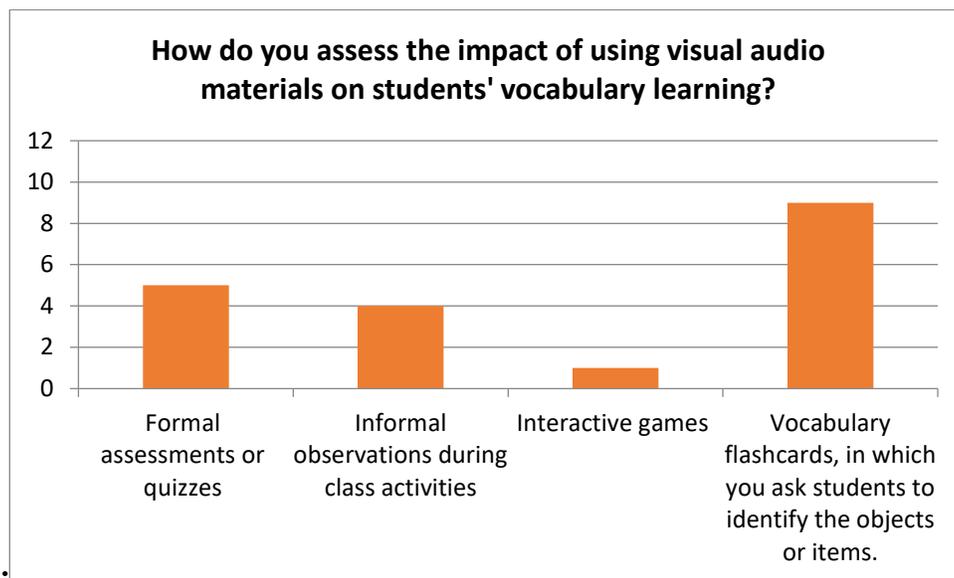
Graph 6 shows that the most effective type of visual-audio materials that engages students' vocabulary learning are songs and audio recordings, as well as videos, making a percentage of 58%. It was followed by pictures and drawings with a percentage 41%, while interactive games have the lowest percentage of 25%.

Graph 7:

How do you integrate visual audio materials into your vocabulary lessons?
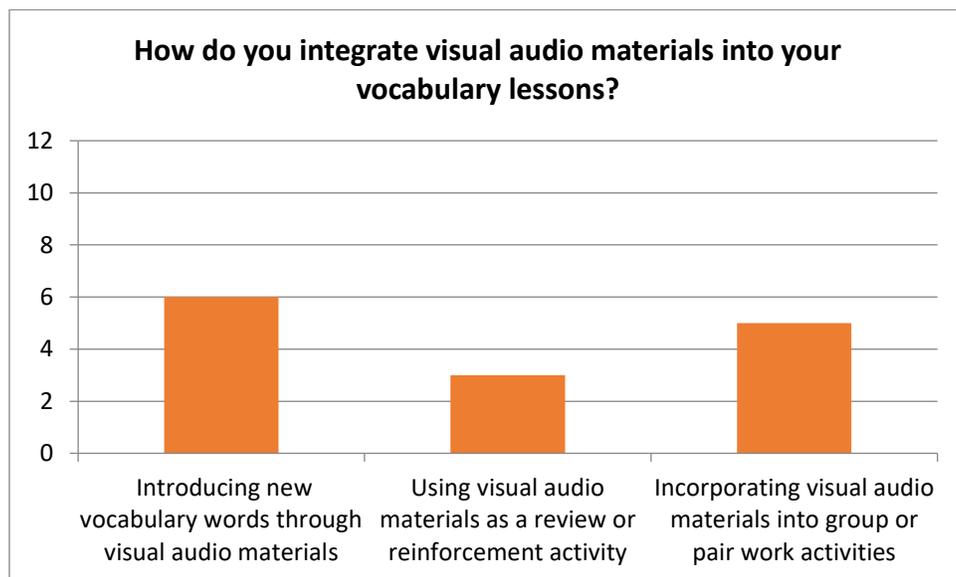
Graph 7 illustrates how the teachers integrate visual-audio materials in their vocabulary lessons. 50% of the teachers introduce new vocabulary words through visual-audio materials, while 42% of them incorporate visual-audio materials into group or pair work activities. 25% of the participants used visual-audio materials as a review or reinforcement activity.

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Graph 8:

How do you assess the impact of using visual audio materials on students' vocabulary learning?

[Bar chart with y-axis from 0 to 12]
- Formal assessments or quizzes: 5
- Informal observations during class activities: 4
- Interactive games: 1
- Vocabulary flashcards, in which you ask students to identify the objects or items.: 9
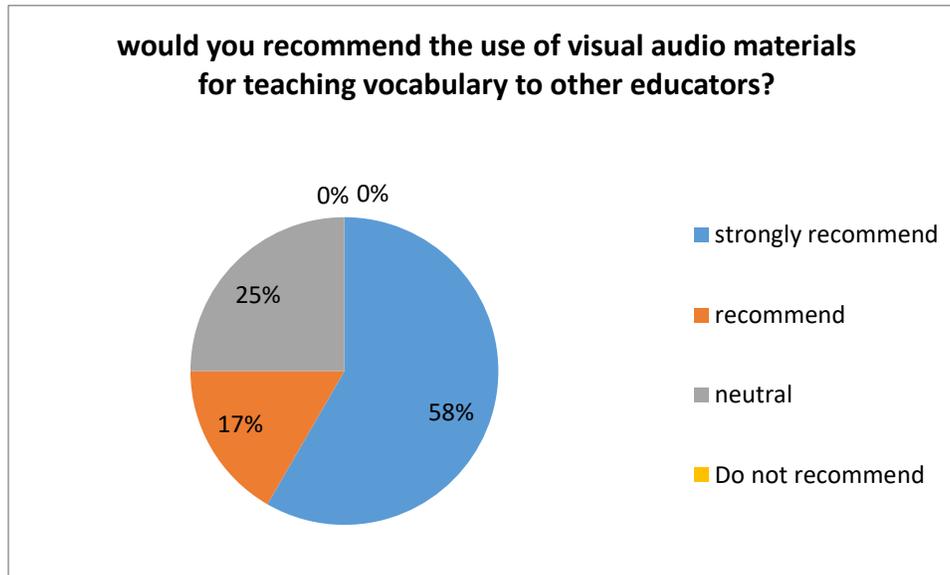
:

Graph 8 illustrates the different assessment methods used by teachers to evaluate the effectiveness of visual-audio materials in supporting students' vocabulary learning progress. Most teachers (9) said that they use vocabulary flashcards. 5 teachers used formal assessments or quizzes, while 4 other teachers preferred using informal observations during class activities. The least used assessment method was interactive games with only 1 teacher.

Graph9:

Have you faced any challenges or limitations when using visual audio materials for teaching vocabulary?

[Bar chart with y-axis from 0 to 12]
- Time constraints in incorporating visual audio materials into lessons: 5
- Limited access to the necessary equipment, such as lack of projectors, speakers, screens.: 7
- Difficulties in managing students` distraction and maintaining their attention: 2
- Difficulties in finding appropriate visual audio materials for the targeted vocabulary: 5

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This graph shows the challenges and limitations that teachers face when using visual-audio materials for teaching vocabulary. 58% of the teachers said they had limited access to the necessary equipment required for using visual-audio materials. 38% of them said they face challenge sin incorporating visual-audio materials in their vocabulary lessons because of time constraints, while, 42% of the teachers indicated that they struggled to find the appropriate visual-audio materials that were suitable for the target vocabulary they wanted to teach. Lastly, 17% reported that they face difficulties in managing students' distraction and maintaining their attention.

Graph 10:

would you recommend the use of visual audio materials for teaching vocabulary to other educators?

- strongly recommend
- recommend
- neutral
- Do not recommend

0% 0%
25%
17%
58%

Graph 10 shows that the vast majority of participants (58%) strongly recommend other educators to use visual-audio materials for teaching vocabulary. 25% of the participants also recommend, while 17% of them chose neutral.

4.4. Open Ended Questions

The questionnaire contained a total of 9 questions, 7 of which were multiple-choice questions.These multiple-choice questions included an open-ended option to provide the participants the opportunity to elaborate on their own perspectives. However, only 2 of 7 questions were answered by 2 of the participants. For the question,*If you have used visual audio materials, what materials did you use?* the teacher answered that she used realia. For the second question, *have you noticed any challenges or limitations when using visual audio materials for teaching vocabulary?* the teacher said that parents complain about this method because they want their children to learn how to write rather than how to speak. She added that parents think using these types of materials is a waste of time even though there were noticeable results and improvements in the students' speaking skills.

To answer the important open-ended questions that were not answered, an interview was conducted.

4.5. The Interview Finding

In the first question, *do you use visual-audio materials in your teaching?* If yes, what kind of materials do you use? the responses were as follows: two intervieweesanswered yes, while the remaining three answered no. The first interviewee reported that she used videos, pictures, and songs. As for the second interviewee, she indicated that she relied on only visual materialssuch as pictures and realia.

For the secondquestion, *if you did not use visual-audio materials, what factors prevented you from incorporating them into your teaching?* the teachers who did not usevisual-audio materials, as well as the teacher who only used visual materials, mentioned several factors. The primary reason was the lack of necessary equipment and devices in the schools.One teacher expressed that schools should be required

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to provide an English lab since using visual-audio materials is extremely effective with primary school students, especially in terms of learning

the correct pronunciation.Two teachers also added that English language class time is insufficient.They explained that thecurriculum is quite large and there a lot of lessons and topicsto cover while there are only three English language classes per week. They expressed concerns that incorporating visual-audio materials into their lessons mightconsume a lot of time which is needed for other important instructional activities. One teacher also pointedout that she does not have proper knowledge on how to use the equipment required for using visual-audio materials. another

As for the third question which was*Do you think there is any advantages of using visual-audio materials? If yes, what are they?* the two teachers confirmed that the use of visuals-audio materials has significant benefits on students. They agreed that using these materials have increased students' engagement and enhanced their attention. They also added that with the use of visual-audio aids, students memorize vocabulary items better. The first teacher also stated that using visual-audio tools saves time.She goes on to explain that after incorporating these materials into her teaching, she was, for the first time, able to finish the curriculum. Moreover, she said that visual-audio materials also help students to pronounce the words correctly.

In the fourth question which was *What types of visual-audio materials have been most effective in teaching vocabulary for primary school students?* the first interviewee emphasized that each type has its own advantages, so teachers should vary and use different materials to provide students with the benefits of each type of materials. The second interviewee said that videos followed by pictures are the most effective types of visual-audio materials. She added that songs and audio recordings are also effective, but some students face difficulties in understanding them.

5.Discussion

Since vocabulary is an essential part of learning English, researchers are continuously searching for methods and techniques to enhance vocabulary acquisition. One method that has been recognized as an effective way of developing vocabulary mastery is the use of Visual-Audio Materials.Therefore, the current study aimed to discover the impact of using visual-audio materials for enhancing vocabulary learning among third-grade primary school students in Nalut. Moreover,to obtain the necessary information and data, the researchers conducted an observation, a teacher-questionnaire, and an interview.In this section, the findings from the data analysis will be discussed to find answers to the research questions.

5.1. Observation Discussion

The observation findings indicate that incorporating visual-audio materials in teaching vocabulary had a positive impact on students' vocabulary learning outcomes. After using these materials, the students achieved higher test results compared to when they were taught using the traditional teaching method (p=0.049). This was supported by the findings of a study conducted by Dewi (2017) onthe effect of using audio visual media on students' vocabulary mastery which showed that that there was a significant positive effect of using audio visual materials on the students' vocabulary mastery; students taught using audio visual aids demonstrated better achievement than those taught with the traditional method.Moreover, this finding prove the second hypothesis which suggested that If students receive vocabulary instruction through the use of visual audio materials, their vocabulary learning outcomes will be higher than when they receive vocabulary instruction through traditional methods.

Another finding was that the use of these materials made students more engaged and motivated towards learning vocabulary. Supporting this,Hassiba (2016) pointed out that incorporating audio visual aids in teaching vocabulary increased the pupils` engagement

and motivation and made the learning process more enjoyable for them.This result confirmed the third hypothesis which stated that If teachers use visual-audio materials, the students will demonstrate higher levels of motivation and engagement, and the classroom environment will be more dynamic.

5.2. Questionnaire and Interview Discussion

The First question of the study was *Do English teachers in Nalut primary schools use visual- audio materials?* In regard to this question, one finding obtained from the questionnaire showed that the majority (83%) of primary school teachers In Nalut use visual-audio materials to teach vocabulary. However, the interview revealed that only one out of five teachers used visual-audio materials, and another teacher used visual materials only.

Another result from the questionnaire and interview revealed that the most used types of visual-audio materials were pictures, drawings, songs, audio recordings, videos, and realia.Moreover, the visual-audio materials which teachers found the most effective materials were videos, pictures, songs, as well as audio recordings.

According to the findings obtained from the questionnaire and interview,the main advantages of the integration of visual-audio materials are enhancing the students' comprehension and retention of vocabulary words, increasing students' engagement and motivation,improving students' pronunciation and speaking skills, and lastly,developing their listening skills. These results are consistent with the findings of another study conducted in Armenia. Salazar (2021) found out that the use of audiovisual aids has enhanced students' ability to recall words, increased their use of active vocabulary, andimproved their listening skills and communicative skills. Furthermore, the author pointed out that studentsdisplayed positive feelings and attitudes towards the

different activities carried out in theimplementation stage and felt more comfortable during the learning process.

Considering the factors preventing the use of visual-audio materials in teaching vocabulary, During the interview, teachers pointed out that primary reason was the lack of required equipment and devices in their schools. Moreover, they claimed that English language class time was insufficient to cover the large curriculum and integrate visual-audio materials without consuming too much time needed for other instructional activities. One teacher also stated that she did not have proper knowledge on how to effectively use the equipment required for using some visual-audio materials.And regarding the questionnaire findings, the main factors were preferences for personal preferences for traditional teaching methods, the lack of enough time to search for or create suitable visual-audio materials, and the unavailability of the necessary equipment and resources.

Conclusion

This study investigated the impact of incorporating visual-audio materials into learning vocabulary among third-grade primary school students in Nalut. The study findings provide evidence that the integration of visual-audio aids such as videos, pictures, and songs in the instructional process had a positive impact on enhancing students' vocabulary acquisition and learning outcomes.Furthermore, the study revealed that using visual-audio materials proved to foster an enjoyable learning environment that captivities students' attention and increases their engagement and motivation in learning vocabulary.

Based on the finding of the study, some recommendationswere proposed. Firstly, since the sample size of the participant is a crucial factor in ensuring the validity and reliability of research findings, it would be preferable to include a larger sample size than one selected in this study.Moreover, to avoid bias and provide more generalizable results, the sample of the observation should include not only male students but also female students.

Secondly, it may be difficult to in accurately measure the impact of visual-audio materials on students' vocabulary acquisition since the standardized vocabulary tests may not fully measure how multimedia affects word retention and usage. Therefore,to fix this issue, different methods of evaluation should be used including multi-modal assessments such as oral tests, performance-based tasks, and vocabulary application exercises.

Thirdly, since the current study focused mostly on the impact of visual-audio materials on vocabulary learning, further research may be conducted to investigate their impact on other language aspects such as pronunciation, grammar, speaking skill, and listening skills.

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