CHAPTER 3

AVA-VOC (AUDIO-VISUAL AIDS FOR VOCABULARY): VOCABULARY LEARNING THROUGH FACEBOOK STORIES

Tinialishel Laie anak Gostine Tinggie, Cheryl Limau anak Musin, Nurul Intan Hipni Helen binti Kenol & Melor Md Yunus

Faculty of Education, Universiti Kebangsaan Malaysia, Bangi, Selangor, Malaysia

melor@ukm.edu.my

ABSTRACT

The teaching of vocabulary has evolved throughout time, from the use of traditional printed flashcards to the usage of digitalized vocabulary applications. The digitalisation of vocabulary learning gradually improves the pupils' vocabulary repertoire which is a necessary step towards attaining the intended level of proficiency in the English language. ESL learners who possess a broad range of vocabulary tend to be more confident in their use of the language and more globally competent, both of which are vital for occupational success. Nevertheless, there are pupils who find vocabulary learning as a formidable task, especially those who are of low-proficiency level. This perception is caused by pupils' inability to understand and remember the concept of new vocabulary that they have learnt due to their low motivation levels and the scarcity of resources for vocabulary instruction. Consequently, the pupils' learning performances in the language have been slightly affected. The researchers propose an intervention to boost pupils' motivation and provide an effective alternative for vocabulary teaching and learning for both pupils and teachers. AVA-VOC is an innovative product that utilises Facebook Stories to create customised vocabulary learning modules that incorporate both audio and visual aids. The sole objective of AVA-VOC is to increase pupil's motivation in acquiring new vocabularies through an interactive tool. The next objective is to improve the educator's teaching practice in vocabulary instruction where pupils' engagement is more prominent. An exceptional feature of AVA-VOC is that it allows educators to make full use of Facebook Stories to create their personalised learning modules that cater for different levels of proficiency. This product focuses more on the unique cultural-based learning content in Malaysia. One of the advantages of AVA-VOC is to make up for the lack of cultural content in Year 4 CEFR textbooks. The next advantage is to introduce different vocabularies in an engaging approach where visual-audio displays are presented and these displays are important to remove the abstract concepts in teaching vocabulary. AVA-VOC

promotes independent learning among the pupils especially during home-based learning situations as the intervention can be easily accessible by the parents or pupils themselves through a given link. The use of AVA-VOC benefits all stages of learners and this modern approach in making the most of technology is more intriguing for digital native pupils. Teachers now have an easier alternative in creating their own audio-visual aids to deliver the learning content for other subjects as well.

Key Words: ESL (English as a second language), Facebook Stories, vocabulary, audio-visual aids, motivation

1. INTRODUCTION

Vocabulary learning is a lifelong process which occurs persistently throughout the acquisition of the second language. Every ESL learner needs to establish a suitable degree of vocabulary competence in order to enhance their performances in the four language components of listening, speaking, reading and writing. One of the most fundamental aspects of language acquisition is vocabulary, and having a diverse vocabulary can aid comprehension of both written and spoken language (Boyinbode, 2018). The use of flashcards or written texts has been the conventional method of teaching vocabulary in the last decades. Teachers now have more alternatives of educational technologies which can strengthen the development of the pupils' vocabulary mastery in the second language in order to meet the demands of 21st-century learning. These educational technologies include three inputs which are important for language-learning settings, audio, image, and video (Alhamami, 2016). Hence, it is necessary to produce more audio-visual input in order to help pupils understand vocabulary in the second language by linking them to their mother tongue.

The pupils' motivation becomes the most crucial component in any language-learning situation, especially in mastering new vocabulary, which will influence their achievement in the target language. Vocabulary mastery becomes a challenge whereby motivated pupils will seek a solution, but uninspired pupils would refuse to study vocabulary at all (Grogan et al., 2018). Technological learning tools such as audio-visual input will increase the pupils' participation during vocabulary learning. Teachers who employ media in the classroom are able to motivate and increase their students' keen interest in learning English vocabulary (Setiawan & Wiedarti, 2020). Hence, the pupils should experience learning vocabulary through audio-visual input instead of the traditional method of drilling and memorization patterns for words (Rahman, Sulaiman, & Hafid, 2016). To ensure a positive learning performance in the second language, it is critical for teachers to plan and develop an effective learning tool that can both motivate students and maximise vocabulary knowledge gains.

2. LITERATURE REVIEW

2.1 Constructivist Learning Theory

The constructivist learning theory is the foundation of this project. Knowledge is actively produced by learners from inside, according to constructivism, depending on their recent and existing knowledge (Bruner, 1966). AVA-VOC is designed to supplement the current CEFR-aligned curriculum as it delivers more cultural-based learning content through the modules. "AVA" refers to "Audio-Visual Aids" while "VOC" is a short form for "Vocabulary". AVA-VOC strives to connect the pupils to the real world through the cultural content in which both teachers and pupils may actively exchange their knowledge and experience. Constructivism sees knowledge generation as an active process in which people interact with their surroundings to construct cognitive structures (Suhendi, 2018). Constructivism theory states that learners hold the highest responsibility of their own learning. Learners should be given instruments to aid in the development of their knowledge (Vygotsky, 1978). Hence, AVA-VOC has become the learning tool which targets the development of vocabulary knowledge of its users.

2.2 AVA-VOC: Audio-Visual Aids for Vocabulary Learning

AVA-VOC is a digital learning module for vocabulary learning which is innovated from Facebook Stories. The learning materials are designed by using Graphics Interchange Format (GIF), images, filters and effects provided in Facebook Stories. All these stories will be converted into videos complete with voice-overs.

The researchers claimed that students learn better and are able to predict the real context when audio visual aids are presented during the teaching and learning. The process of understanding and applying the language in a controlled situation becomes easy and motivates the students to participate during the class activities (González, 2017). The usage of audio-visual aids in the teaching of English vocabulary has significantly strengthened and stimulated the students' interest in acquiring the knowledge required as it allows them to be fully engaged, interactive, conducive, communicative during the activities (Chiekezie & Inyang, 2021). The researchers further argue that different kinds of material should be prioritized during class activities and, as well as, students' level of English fluency and age factor should be taken into considerations when deciding on the types of audio-visual aids to be presented.

It has been known that audio visual aids show significant results in helping students to learn better and boost their self-esteem, as well as it helps them to express their thoughts, in at least the simplest form in a controlled teaching and learning process through role-plays and interactive activity. However, the suitability, objectives of the lesson and the effectiveness of the audio-visual aids should be based on the students' level of English proficiency and the age factor. However, the usage of audio-visual aids should be given a proper planning on the suitability; to the objectives of the lesson and the students' proficiency and the duration of time needed (Carranza, 2020). This is due to the time consuming needed to memorize vocabulary especially in non-native speakers.

According to Shehada and Amer (2019), students have shown responsive and encouraging responses towards audio visual tools during activities. The students demanded to have more similar tools in their classroom, due to the varieties of benefits earned. The researchers also claimed, teachers who were involved in the research, claimed to have benefited from the tools as it improves their teaching methodology and provides a clearer picture on the subject taught.

Therefore, using audio visual aids as a teaching medium have been known to provide a significant positive impact on the learners, as well as the teachers. According to Chamdiyah (2017), using audio visuals for teaching vocabulary has provided a significant progress in the students' performance and gained students' interests towards the lesson. Henceforth, audio visual aids in the classroom improve memorization of vocabulary, contradicting the traditional way of memorizing words (Cruz, et al, 2019; Carranza, 2020). The researchers further argued, students' intelligences were stimulated and students were fully engaged when audio visuals were presented during the teaching and learning process. Furthermore, teachers have provided significant positive feedback on the usage of audio visual in their classrooms, as it complements their lessons.

2.3 Facebook Stories as An Educational Technology

Facebook has been widely used across the globe and recognized as one of the most popular media social tools nowadays. Digital learning has been accepted globally and has become the source of knowledge for many years. Smart phones play important roles in materializing digital learning success due to its mobility and access towards social media.

According to Malik and Asnur (2019), students nowadays have realized the importance of smart phones in their digital learning, due to its special features and have significantly increased students' creativity and self-access learning. Researchers have discovered that students using Facebook for learning outperformed students of the control group based on three aspects: vocabulary, listening skills and writing skills (Mykytiuk, et al, 2020). Social networking sites are very popular among ESL learners as it improves their vocabulary acquisition and develops interests in second language learning (Abbas, et al, 2019). Further, the researchers claimed that these tools are effective for the teaching of vocabulary after receiving positive feedback from the teachers involved in the research.

Digital media provides a variety of platforms for language acquisition as it provides spontaneous enhancement of memorizing vocabulary (Haryanto, E. et al, 2019). Thus, the content of digital media is viewed as limitless and varied. Facebook as the media for digital learning has significantly provided positive impacts on the users for the language acquisition, increased vocabulary development and as well as their participation towards the learning process (Alharthi, M., et al, 2020). The researchers argued that students have shown positive attitudes towards the learning process using Facebook as the teaching medium due to its content and interactive features which allows students to interact actively anywhere and anytime at their own pace.

3. METHODOLOGY

This innovation project utilises the feature of Facebook Stories in order to design and produce the Audio-Visual Aids to deliver the target vocabulary to the pupils. There are five learning modules available, each having audio and visual components. The participants in this study were 30 Year 4 primary school pupils in Negeri Sembilan. A quasi-experimental study was conducted in which the participants were involved in a pre-test before the intervention and a post-test after the intervention. Both pre-test and post-test were delivered through the Quizizz application and contained 30 multiple choice questions (MCQ). The scores of the pupils were recorded so that a comparison of their progress could be observed. The study was conducted for a week. The objective of the study was explained to participants prior to the start of the experiment. The participants took a vocabulary pre-test before being introduced to the intervention (Figure 1). The participants then completed post-test after they had applied the intervention. The pre-test and post-test results were calculated and recorded.

Figure 1: Intervention of AVA-VOC

4. RESULTS AND DISCUSSION

This quasi-experimental study aimed to investigate the effectiveness of using AVA-VOC to improve ESL learners' vocabulary learning. The results for the pre-test and post-test are shown in Table 1 below.

Table 1: Percentage of participants' marks

Number of participants (/30)	Test 1 (/ 6 marks)	Test Scores (%)	Test 2 (/ 6 marks)	Test Scores (%)	Increase in Percentage (%)
15	2	33	6	100	67
4	2	33	5	83	50
4	1	17	6	100	83
3	1	17	5	83	66
3	1	17	4	67	50
1	3	50	6	100	50

Based on the test results from Test 1 (before AVA-VOC) and Test 2 (after) in Table 1, it clearly showed that there were major improvements portrayed by the participants. The majority of the participants (20 out of 30 participants) scored 100% on their post-test which depicted their drastically improved understanding of the vocabularies. In short, the overall results showed that AVA-VOC is proven in improving pupils' ESL vocabulary learning.

This finding is consistent with prior studies, which also found that audio-visual aids play a major role in assisting learning process. According to a study done by Carranza (2020), pupils' senses were all stimulated and pupils' engagement were much more prominent when audio-visual presentations were given during the teaching and learning process. These learning aids are very beneficial especially for weaker pupils who usually possess lower interest in studying the English Language. Learners are more interested in participating in the lesson when audio-visual aids are included and this has an indirect favourable impact on learning results, particularly in the acquisition of ESL vocabulary.

5. CONCLUSION AND RECOMMENDATION

AVA-VOC is created to assist primary school children to improve their vocabulary acquisition. As the findings portrayed, audio-visual aids or AVA-VOC is really effective when it comes to assisting vocabulary learning. With the combination of Graphics Interchange Format (GIF), images, filters and effects available in Facebook Stories, it improved the retention of vocabulary longer compared to the traditional way of teaching vocabulary. The use of traditional still images in teaching vocabulary will be revolutionized with this innovative idea where fun learning in using AVA-VOC is increased with colourful and interactive templates. These features available in AVA-VOC made it a very fitting teaching aid to be used in a classroom. AVA-VOC proves that in learning new vocabularies, it is crucial that the elements of audio-visual aids are present in the teaching and learning, which helps increase responses from the pupils.

Future research can investigate on creating audio-visual aids for different language proficiency. Researchers can also look into the use of audio-visual aids in teaching other aspects of the English Language, for example, reading comprehension. All in all, the inclusion of audio-visual aids elements is definitely beneficial for teaching English Language.

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